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AUTHOR Hayes, Edward M.; Kerr, Timothy H.

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ABSTRACT

Purposes of the study were (1) to establish evaluative procedures which could be applied to Project Opportunity programs and other national projects designed to aid rural disadvantaged youth and (2) to evaluate the Project Opportunity 1968 summer program in Nelson County, Virginia, in terms of its stated objectives. Aims of the Nelson County program were to raise the level of student aspiration for higher education; to provide experiences that students would not normally encounter which would broaden their range of cultural interest and aid them in related academic achievements; and to provide experiences in fine arts for 9th graders, natural science for 10th graders, and critical thinking and independent study in the humanities for 11th graders. The evaluation design included observers, testing, the Delphi Method utilizing the interdisciplinary team, interviews, and questionnaires. All evaluation techniques contributed positively to the program evaluation with the exception of the testing. It was determined that special tests geared to the specific group of students and their environment should have been developed. Although the stated objectives of Project Opportunity could not be measured in the terms in which they were stated, it was concluded that administrative problems did not outweigh the inspired teaching and active participation of students in new experiences. (JH)

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An Inter-Disciplinary Evaluation of a Summer Program for Rural Disadvantaged Youth in Nelson County, Virginia

Edward M. Hayes, Ed.D.
assisted by
Timothy H. Kerr

Nelson County Public School of Virginia
Nelson County, Virginia

January 1, 1970

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Dr. Milton D. Jacobson of the University of Virginia Research Department provided keen insights into overall

evaluative procedures as a special consultant to the project. Additionally, Dr. Richard L. Beard, Chairman of the Department of Counselor Education at the University of Virginia, gave much guidance and assistance, aided by his many years of involvement with Project Opportunity, and many more years of experience with education and counseling, in particular.

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Edward M. Hayes

SUMMARY

The purpose of this study was two-fold: (1) it attempted to establish evaluative procedures which could be applied, not only to the eleven school systems and sixteen universities in eight southern counties involved in Project Opportunity, but also to other national projects designed to aid rural disadvantaged youth, and (2) it attempted to evaluate the Nelson County Project Opportunity 1968 summer program in terms of its stated objectives, in an attempt to possibly strengthen this fifteen-year program through the emphasis of significantly effective areas and possible readjustment of weak areas of the program.

The overall aims were:

1. To raise the level of aspiration for higher education.

2. To provide experience that the students would not normally encounter in an effort to broaden their range

of cultural interests and to aid them in related academic achievements.

3. To provide not only general experiences to all participants, but also to provide the following specific experiences:

A.) Fine Arts for rising 9th graders.

B.) Natural Science for rising 10th graders.

C.) Critical thinking and independent study in the humanities for rising 11th graders.

Through the information received from the members of the interdisciplinary team, participant observers, teachers, and 60 student-interviews, it is obvious that a philosophy did prevail which succeeded in enlightening and broadening the students. From the responses received it appears that the students did increase their concept of the world outside their immediate environment, with many of them being helped in organizing their ideas about college and a possible career.

However, more could have been accomplished if students would have been a bit more involved. For example, over 50 per cent of the participants in the Humanities group did not complete the required reading material. Therefore, they lacked a background which would have aided them in appreciating class discussions and, thus, missed an opportunity to gain new insights.

Attitudes towards high school retention, however, remained approximately the same; perhaps, primarily due to the composition of the student population.

The greatest fluctuation occurred in college aspirations. All three groups demonstrated approximately a 50% attitudinal change towards college, with increased college aspirations (avg. 27%) slightly above a decreased college aspiration (avg. 19%).

One of the major occurrances of this program was the closeness which developed between student and teacher. This interaction led to a much more relaxed and open approach to controversial ideas and students voiced the opinion that they were more willing to discuss these ideas under this informal situation.

In conclusion there is much to be found that is good with the summer program in Nelson County, Virginia, for the year 1968. The students were exposed to young, enlightened, and energetic teaching. Additionally, the students were exposed to varied activities not normally encountered during the regular school routine. For example, field trips, living at a college for a week, and less formalized classroom instruction, along with topics of discussion which would probably have met strong resistance during the regular school year. If one were to ask for a concise, overall conclusion, in reference to the 1968 summer program in Nelson County, Virginia, it would have to be a positive approval.

Evaluative Procedures

The following conclusions are in reference to evaluation methods, in an attempt to provide insights for future studies of this nature. The evaluative methods discussed are: (1) participant observers, (2) testing, (3) Delphi Method, utilizing the interdisciplinary team, (4) interviews, and (5) questionnaires.

Participant Observers. The daily anecdotal observation and final reports of these three people proved to be of the utmost importance in the overall findings of the study. The observers found that their understanding of the situation changed as the summer school progressed, enabling the observers to become more specific. The significant aspect of their contribution to the study is that they were able to record behavior as it occurred; therefore, they were able to project their observations and findings in an objective manner. It is strongly recommended that other evaluation designs use participant observers who are not directly involved in the program to be evaluated, as well as being trained in acecdotal observations.

Testing. It is the opinion of the investigators that the testing aspect of the evaluation, while perhaps adding scholarly aspects, does not present a positive contribution to an evaluation of a program such as Project Opportunity in Nelson County, Virginia. The major problem was found to be the relevancy of the selected tests. It is particularly difficult to test attitude and self-concept changes (if any) over a short period of time. It is recommended that if tests are to be included in future evaluations of this nature, that extremely careful test selection be made. Additionally, it is recommended that pre- and post-test designs be used over longer period of time, i.e., at the beginning of the students' freshman year and at the conclusion of their senior year.

Delphi Method Utilizing the Interdisciplinary Team. The major problems in obtaining the assistance of consultants in a rural area are availability and expense. The Delphi Method solved these problems to a great degree. After on-the-spot personal evaluations by the Team, the investigators of this study followed up with Delphi Questionnaires. It is strongly recommended that future evaluations attempt the Delphi Method. Furthermore, it is suggested that the maximum number of personal Team visitations be made, and that the evaluation leaders keep the Team current through the use of newsletters, etc., concerned with ongoing aspects of the program that is being evaluated.

Interviews. The interview portion of the study design afforded the investigators ample opportunity to establish personal contacts with involved people in the community in an informal setting. While the interviews were quite time-consuming, the investigators strongly recommended that future evaluative studies utilize the interview as an integral part of their design. It was felt that one of the most desirable aspects of the interviews was the community and parental contact.

Questionnaires. In general, the information gained from questionnaires proved useful. However, the questionnaires could have been more adequately constructed.

The study design's most significant element was the relative objectivity of the personnel involved, which resulted from the study design's structure. It would appear that many evaluation designs contain a great deal of subjectivity emanating from people involved in the program being evaluated. It was felt that this evaluation design error was eliminated in this study.

The educational implications of the study may be summarized as follows:

1.) It is extremely difficult to evaluate any program when the overall objectives of the program are broadly stated and ill defined. It is suggested, and not an original suggestion, that all aspects of education pay particular heed to creating objectives that are both behaviorally stated and measurable, in order to enhance any evaluation of a specific program.

2.) It was found by the investigators that the summer program in Nelson County, Virginia, did provide for unique and special experiences that could enhance the educational, personal, and cultural growth of the involved students.

3.) It was found that the use of impartial and objective participant observers as a part of the evaluative design proved to be a significant contribution to the evaluative procedures.

4.) It was found that the use of the objective, well-informed interdisciplinary team did provide a positive contribution to the evaluative design.

5.) It was found that the questionnaire results did provide some insights into student and parent thinking and opinions concerning this program; despite the fact, as in most questionnaire studies, the questionnaires could have been better designed.

6.) It was found that the test used in evaluating the summer program and the results derived therein should be viewed with skepticism. This finding resulted primarily from the fact that it was determined by the investigators after the evaluative design was put into.effect that special tests should have been created, geared to this specific group of students and the environment in which they lived.

7.) The major drawback to the evaluative design was its length. In order to determine any long-lasting effects, or possible effects contained in the summer program, a study of the more longitudinal nature would, of necessity, have to be taken.

Therefore, it is the recommendation of the investigator of this study that other studies of this nature be undertaken, combining the more positive aspects of this evaluation design, which include - the use of participant observers, the use of an interdisciplinary team, and the use of well-constructed questionnaires, as well as the use of specially constructed tests.

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CHAPTER I

INTRODUCTION

Nelson County

Nelson County, Virginia is located in the southeastern region of the state. The 1960 census revealed a farm population of 23.6 per cent, with no large towns within its boundaries.[1] The two nearest large cities are 35 miles in opposite directions from the center of the county. In the decade from 1950 to 1960 the population of the county declined from 14,402 to 12,752. The public school population, which was 3,008 in 1965, has decreased on an average of 30 students each year since.

Real estate taxes are relatively low, specifically favorable to people interested in owning a large amount of property, and almost all of the tax money is devoted to education. Per capita income for 1960 was $1,291.00, while the median income for 1959, which represents the average salary per worker, was $3,088.00, with 48.9 per cent of the wage earners having an income of less than $3,000.00.

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[1] Economic Data: Nelson County, Virginia. A report prepared by the State of Virginia, Division of Industrial Development and Planning, Richmond, Virginia, May 5, 1962.

The 1960 census reports indicated that the average number of children per family in the United States was 2.30. According to the same study of 1960, white families in this county averaged 3.75 children per family, while black families averaged 6.83 children per family. Fathers of 10 to 15 per cent of the children are engaged in farming or lumbering. Twenty-five per cent are engaged in structural work occupations, including stone quarry operations and highway construction. Others work in the several industries in the county and in the two nearest cities. Fifty-five per cent of the mothers are not employed outside their homes. Of the 45 per cent who do hold outside employment, occupations cited include clerical, sales, and services. Almost half of the students' parents own the property on which they live. About 66 per cent of the students list Baptist as their religious preference; approximately 16 per cent cite Methodist.

More than half of the parents of the students in this county's school system did not go beyond the tenth grade, and less than 10 per cent continued their education beyond high school. Less than a third of the high school students each year pursue higher education. The drop-out rate on the secondary level remains at about 5 per cent.

It is with this perspective of diminishing population, low educational aspirations and economic underachievement that Project Opportunity began its program in Nelson County.

Project Opportunity

This study evaluated the 1968 summer program of Project Opportunity in Nelson County, Virginia. This evaluation was conducted from an inter-disciplinary framework and utilized many evaluative criteria that were considered appropriate to the study.

Project Opportunity is sponsored jointly by the Southern Association of Colleges and Schools and the College Entrance Examination Board, and is supported by funds provided by the Ford Foundation. According to these agencies, the major purpose of Project Opportunity is to encourage disadvantaged students to seek an advanced education.

In Nelson County, Virginia, the program began in the spring of 1965 and is planned to continue through 1980. A portion of the stated purposes of Project Opportunity is:

1. To identify and then encourage talented students to continue their academic programs through and beyond high school.

2. To assure them an opportunity for advanced education.

3. To raise the aspirational level of the entire community.

These objectives are considered important because the gap between the education received in a modern suburban school system and a relatively isolated rural school system is widening at a tragic pace because of the tempo of current social change. In many of our rural areas, we have a rigid educational system. The major purpose of the summer program in Nelson County is to provide cultural experiences that students would not otherwise encounter during the regular school year. This exposure could be considered an unstructured first encounter, with the summer program being a "springboard" to new and vital experiences during the following school years. Thus, Project Opportunity leaders view the summer program as an important aspect in achieveing overall goals and view evaluation in terms of not only what transpires during the summer, but, perhaps more importantly, in terms of the effects on individuals and the total program.

Summer Programs

It was additionally conjectured by Project leaders that these summer programs could be the pivotal point on which the ultimate success of the overall program might rest.

The following are considered significant in evaluating the overall project:

1. There is evidence that would suggest that the summer programs are a vital part of the factors that could lead to the Project's overall success.

2. Both positive and negative experiences gained by students in the summer program could definitely affect their performance and motivation during the regular school year.

3. An evaluation of the 1968 summer program could provide valuable insights concerning its overall contribu-

tion to the rest of the program. Since the inception of the Project, no evaluation of a formal nature has been made.

4. An evaluation at this point would seem to be in order:

   A.) The summer program has been operating for two years and should have lost its "novelty" aspects. This factor should assist in any evaluation .

   B.) The program has twelve more years of operation which would provide an opportunity to implement change for its overall improvement.

Summer School 1966

The summer school conducted by Project Opportunity in Nelson County began in 1966. It was held at Nelson County High School. Planning for it was done conjointly by both supervisors and students.

They devised a central theme, Colonial America, focusing particularly on early Virginia. The latter was highlighted by a trip the 48 students took to both Jamestown and Williamsburg. Integrated into the program were courses in English, Music Appreciation, Mathematics and Drama.

The English course was directed toward the development of writing and of speaking. For the second aspect mentioned, intramural debating was specifically included.

The Music Appreciation course sought to introduce the students to symphonic music.

The Mathematics course was designed to engender in the students a deeper appreciation and understanding of mathematical concepts and functions. Applications of this matter were stressed, and the students were introduced to the slide-rule and to the computer.

The Drama course, which was aimed at promoting an understanding of the theater and an interest in theatrics, involved the students in the production of two plays.

Summer School 1967

In the second summer, 1967, the program moved from a theme of American heritage to that of a "summer of discovery" for eighty participating students. Art, music, drama, creative expression, problem solving, and natural resources were the content areas.

For Art the talk on her own career given by a local artist and several short films on art techniques seemed to inspire the rising ninth graders in their individual work with ceramics.

Music students formed two bands and a choral group.

Drama students of the ninth grade wrote and produced their own plays.

For creative expression students were again involved in the study of written and oral communications. Debating again played a prominent part.

Those in problem solving classes were introduced to the slide-rule. Their particular project was a football-field-sized diagram of the solar system.

The tenth graders who specialized in natural resources spent much of their time in field work, including a week's stay at Virginia Polytechnic Institute, where each one worked on two science projects. This experience was a capstone which introduced them to the disciplines of astronomy, geology, chemistry, and biology. Visiting instructors from both Mary Baldwin College and Virginia Polytechnic Institute worked closely with the students, whom they accompanied on field trips.

A new facet of the 1967 summer program was supervised recreation in basketball, track, modern dance, and swimming lessons.

Overall Aims of the 1968 Summer School

In evaluating the 1968 summer program's perceived effects upon individuals, this study proposed to examine observable results of the following Project summer objectives:

1. To raise the level of aspiration for higher education.

2. To provide experience that the students would not normally encounter in an effort to broaden their range of cultural interests and to aid them in related academic achievements.

3. To provide not only general experiences to all participants, but also to provide the following specific experiences:

    A.) Fine Arts for rising 9th graders.

    B.) Natural Science for rising 10th graders.

    C.) Critical thinking and independent study in the humanities for rising 11th graders.

Scope of the 1968 Summer Program

With the experience of two summer programs behind them, the Policy Committee and the Project Opportunity counselor of the 1968 program prepared a three-fold plan, based on the students' grade levels:

Fine Arts for the ninth graders would include courses in painting, sculpture, music, and drama.

Natural Sciences for the tenth graders, from which they were each to choose an area of specilization, included: wildlife, out-door recreation, forestry, and water and fish resources.

A wide spectrum of Humanities would be open to the eleventh graders to encourage critical thinking and independent study on the subject of a "modern man." Specific areas included philosophy, anthropology, religion, politics, and communications.

Times and Places

The summer program ran for five weeks, five days a week, beginning on July first and terminating on August second. Classes met from 8:40 a.m. to 12:30 p.m. each day.

The Fine Arts group met at Nelson County High School. The Science and Humanities groups met at the Nelson County Junior High School. Field trips played a major role for all three groups of students.

Contents and Development of the Three-Fold Plan

1. Fine Arts: The aims of the Fine Arts courses were to demonstrate the depth of the arts, thereby both broadening the students' ranges of cultural interest and drawing out the creative abilities of each in which process they could develop appreciation for each other's talents. This program also sought to "open up" the eyes and the minds of the students to new awarenesses, and, in the process, to raise their levels of aspiration for higher education. Finally, the program was designed to facilitate students' identification with young, open, flexible, and talented teachers.

The three teachers of the Fine Arts program were young women in their early twenties; two of whom were recent college graduates with majors in the field which they were teaching.

The class day was generally divided into three periods:

a major study, a minor study, and assembly-production period. Each student chose a major subject which he pursued for two hours daily; another hour was devoted to his minor (one of the other subjects in the Fine Arts program); and the remainder of the time was spent by each working on special projects and preparing for the major production of the summer's program. This activity often carried over into the afternoon. Periodically, an assembly replaced the minor class in order to concentrate on the historical development of one of the major areas.

The three specific Fine Arts areas culminated in a joint production attended by the parents and members of the community: the drama students presented the play, Only an Orphan Girl; the music majors presented musical selections which they had arranged; and the art students exhibited their own creations.

Additionally, field trips, regarded as an integral part of the entire summer program, were made to Monticello, Richmond, and Lynchburg. The first mentioned demonstrated to the students the creative ability of one man, Thomas Jefferson. The three-day trip to Richmond enabled them to tour the state capitol, and visit several museums and the

University of Richmond. In addition, they attended the live stage production of Oliver, which they could relate to their own school activities. In Lynchburg, the students saw a selected film and visited the Fine Arts Center.

A.) Art: Recognition and uses of color formed the main elements in the first week of the art course. Students learned the technique of mixing tempera and acrylic base paints; then without further instructions they plunged into their first painting. Theory and art appreciation were introduced, and a Van Gogh film was shown and followed by a discussion.

The second week was given to contour and gesture drawing, along with studies of composition and design. A film on Rembrandt illustrated the importance of the technique of drawing, while one on Calder treated composition.

In the third week the students began modeling clay and studied the principles of sculpture, reinforced by a film on Henry

Moore. From this they proceeded to abstract sculpture in balsa wood.

The remaining program time was given to readying the individual's work for the art show, which included paintings of various styles and modes.

B.) Music: The purpose of this class was to introduce the students to music literature, music theory, and the actual creative experience of producing music themselves. Classical recordings, textbooks, and song sheets were employed to illustrate the principles of melody, harmony, and form. Participation in the fife, bottle, and jug band gave the rhythmic students an opportunity to realize in practice what they had learned in theory.

C.) Drama: The students initiated into the theory of drama. After several days of lectures and discussions, they selected Only an Orphan Girl for production. To prepare for this project they were introduced into the art of charades and pantomime, then improvisations and free dialogue situations, followed by portrayals of nursery rhymes and fairy tales. These were their first experiences of such a nature.

Production techniques were not neglected; the actual mechanics of staging and producing a play were worked out in detail, including training in the mechanics of lighting, make-up, and costume-making, all directed toward the production of Only an Orphan Girl.

2. Natural Sciences: The aims of the Natural Sciences courses were to broaden the students' range of cultural interests by exposing them to a whole "new" world they had never experienced before, including the multitude of natural organisms around them of which they had been formerly unaware. It was hoped that through this opportunity to explore and discover new worlds in the company of stimulating young teachers, the students' levels of aspiration and interest would be both raised and widened. Furthermore, the program was designed to give them the experience of working together in small groups and to expose them to the values of the conservation of natural resources.

Three of the young teachers were either majoring in or teaching biology, and the fourth was a forestry major from Virginia Polytechnic Institute. Generous help was given to the planning and coordinating of this program by personnel from Virginia Polytechnic Institute.

Nelson County Junior High School was the base of operation for this four-fold program: wildlife, outdoor recreation, forest ecology, and fish and water resources. From the Junior High School the students fanned out into the fields several days a week. Each group pursued its own specialty, but all met together for movies and lectures by guest speakers.

Joint field trips were taken to the Virginia Institute of Marine Sciences at Gloucester Point, Virginia: to the fish culture station in Nelson County; and to the Virginia Biological Station at Mountain Lake, Virginia. Throughout the program, however, the prime emphasis was on the Nelson County environment. The fifth week was spent on the Virginia Polytechnic Institute campus where the students carried out research and laboratory projects.

Each one of the four groups combined classroom work with field work; that is, theory with practice. In the course of the program the students were also exposed to information on the occupational opportunities in various aspects of the natural sciences under study.

All the students had an opportunity to experience a camping-out -- the boys at one time, the girls another night.

A.) Wildlife: Students in this group began a skin collection of small animals in the area and created a mural showing these animals' life cycles.

B.) Outdoor recreation: Those studying this topic visited and evaluated the outdoor recreation areas in the County.

C.) Forest ecology: Forestry students began an herbarium of major tree species in Nelson County. In addition, they prepared an overlay for a map showing the major forest types in the County which is two-thirds forested.

D.) Fish and water resources: Students engaged in this field of study began a collection of aquatic life typical of the local waters of their County.

3. Humanities: Since most of the eleventh graders taking part in the 1968 summer program were veterans of previous programs in natural science and fine arts, the project planners initiated a humanities program for them. The program, entitled "Looking into the Twenty-First Century", was coordinated by a local history teacher. It focused both on the problems facing contemporary man and on the challenges he may expect to meet.

The aims of these courses were to raise the students' level of aspiration for higher education and to broaden their range of cultural interests by introducing them to the problems posed by religious thinkers, philosophers, social scientists, and various men of letters.

The media used to accomplish these ends were small, intimate discussions which were informed and enriched by guest speakers, films, literature, and the experiences gained through trips to Washington, D. C., and Richmond, Virginia.

The program was divided into four major areas: Mass Media, Modern Literature, Sociology and Religion, and the Impact of Science and Technology on Society. The first two areas cited were directed by Graduate English students.

A senior Philosophy student led the Sociology and Religion group. A Graduate History student taught those concentrating on the Impact of Science and Technology on Society.

Some of the topics that were raised by guest speakers for consideration of students involved in this Humanities area included the following: "A Christian Justification of Warfare"; "How Do We Know What Is Right?"; "The Origins of Man"; "The Peace Corps in the Philippines"; "My Experiences in Vietnam"; "Negro History"; and "LSD." Outside speakers who stimulated thought on these challenging topics included a minister, a priest, an anthropologist, and a psychiatrist.

The problems of alienation from society, war, the meaning of life and of God, the Negro in our society, teenage dating, gun control, adolescent identity, local and national politics, and love were some of the issues raised and discussed at length by the groups after being exposed to movies, a play, the field trips, the literature, and the teachers themselves.

Because of the integral nature of the concept "Humanities," there was more interaction among the students within these groups than among the students in the groups of the other two programs.

Aims of Humanities

In addition to the overall aims of the summer program, each activity area had it's own specific aims. The aims of the Humanities course were:

1. To stimulate creative and critical thinking and appreciation of philosophical thought.

2. To raise the level of aspiration for higher education and increase interest in going to college.

3. To broaden the range of cultural interests.

4. To promote group cooperation.

5. To develop awareness of the challenges, opportunities, and problems extant in the world.

The following means were utilized:

A.) Exposing the students to ideas and problems for which they had no preparation and no background.

B.) Allowing the students to identify with young, open, flexible, and talented teachers.

C.) Broadening the students' horizons with trips.

D.) Providing a wide variety of sensory experiences through the use of a variety of materials of instruction in unique combination.

E.) Establishing a climate that reinforces pupil originality;

Through success to be demonstrated by:

   (1) Increased willingness to talk about controversial subjects.

   (2) Display of signs of critical thinking (challenges of community, habits and thoughts).

   (3) Exhibiting signs of social action (possibly taking a stand on gun control, integration, or politics; taking part in student government or teen center activities; or showing a deeper religious involvement).

Aims of Science

The aims of the Science courses were:

1. To expose the students to a whole world they had never experienced before by opening their eyes to the multitude of natural organisms.

2. To develop an understanding of some of the basic scientific concepts which help to interpret the world of science.

3. To raise the level of aspiration for higher education.

4. To broaden the students' range of cultural interest.

5. To develop attitudes favoring conservation.

6. To offer the students the opportunity of exploring and discovering on their own.

7. To give the students the experience of working in small groups.

8. To allow the students to identify with young, open flexible, and talented teachers.

Aims of Fine Arts

The aims of the Fine Arts courses were:

1. To broaden the students' range of cultural interests;

2. To demonstrate the depth of the element of ART;

3. To draw out creative abilities;

4. To increase appreciation of each other's talents;

5. To stimulate enthusiasm, group cooperation, and

opening up in a group;

6. To increase tolerance for each other;

7. To open minds and eyes to new things;

8. To raise the level of aspiration for higher education and increase interest in going to college;

9. To allow the students to identify with young, open, flexible, talented teachers.

In conducting this evaluation, the design was developed to include many areas and methods of evaluation.

CHAPTER II

PROCEDURES OF THE STUDY

The population of this study was comprised of the total number of participants in Project Opportunity in Nelson County. These selected students were in the upper 15% of their respective classes and all lived in the same target area. Those Project students who attended the 1968 summer program comprised the experimental group of the study, while those Project students not enrolled in the summer program comprised the control groups of the study.

The design of the study involved three basic areas:

Area 1: The immediate perceived effects of the summer program upon the participants.

Area 2: The perceived effects of participation or non-participation in the summer program.

Area 3: The relevance of the summer program experiences for rural disadvantaged youth.

These areas of evaluation were examined by the following methods:

1. Participant-Observers.

2. Pre-tests and post-tests, with a statistical examination.

3. Delphi reports of the Interdisciplinary Team.

4. Interviews with students, teachers, and parents.

5. Questionnaires completed by students, teachers, and parents involved in the Nelson County Project Opportunity program.

Participant-Observers

The three participant-observers of the study followed the summer students through their individual six weeks of summer experiences. Introduced to the students as "Class historians" the participant-observers: (1) shared in the activities of the groups, (2) elicited information through interviews with the staff, students and parents, (3) presented daily anecdotal records to the principal investigator of what transpired in the groups each particular day. This particular aspect of the study followed, to a degree, the findings of a Princeton study that suggested participant-observation provided a vital means of evaluating behavorial change.[2] In the determination of the role of the participant-observers for this study, the following observation by Schwartz and Schwartz was considered:

> The role of the participant observer may be either formal or informal, concealed or revealed; the observer may spend a great deal of time or very little time in the research situation; the participant observer may be an integral part of the social situation or largely peripheral to it.[3]

While student comments were only a part of the information reported by the participant-observers, it was considered an important one in the yielding of useful data for the evaluation. In order to consider the comments of the students, as reported by the observers, it was necessary to develop a coding and classification system.

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[2] Marvin Biessler and Preston Wilcox, Participant Observational Studies of the Princeton Summer Studies Program for Environmentally Deprived High School Boys, (Princeton: ED 510.061,1966).

[3] Morris S. Schwartz and Charlotte G. Schwartz, "Problems in Participant Observation", American Journal of Sociology, LX (January, 1955), 344.

The following is an explanation of the system that was used in classifying student comments. The following categories were developed:

	Code	Comment
1.	(-)	Negative comments
2.	(+)	Positive comments
3.	(sp)	Future plans
4.	(sf)	Feelings (personal)
5.	(rm)	Reaction to movie(s)
6.	(rtc)	Reaction to teacher comments
7.	(rspc)	Reaction to speaker comments
8.	(rtq)	Reaction to teacher questions
9.	(rsc)	Reaction to student comments
10.	(i)	Interjected comments
11.	(qas)	Questions asked
12.	(qan)	Questions answered
13.	(sqa)	Speaker questions answered
14.	(oqan)	Observer questions answered
15.	(s)	Self

Each of the above categories was assigned a specific type of comment. The explanation for each is as follows:

1. Negative comments--Were considered those which criticized any aspect of the summer program.

2. Positive comments--Were those made by the students which were complimentary of any aspect of the summer program.

3. Future plans--Since part of the overall objectives of this summer program and of Project Opportunity is to raise the level of aspirations, it was considered important to

record comments made regarding future plans, both educational and occupational. This, it was hoped, would yield information about the amount of thinking that was going on regarding the future on the part of the students.

4. Feelings (personal)--The research team felt that any personal feeling of the student might give additional information as to the effectiveness of the program. However, this proved to be a most difficult item to obtain. The chief difficulty arose because many of the "feeling" statements were also linked with the subject matter of the classes and tended to be coded differently than originally planned. Such coding discriminations were the most difficult in the Humanities program, inasmuch as personal feelings frequently overlapped the subject matter.

5. Reaction to movie(s)--This category covers specific statements initiated by students regarding any of the great number of movies presented.

6. Reaction to teacher comments--This area covers statements made which were prompted by comments made by the teachers which in some way caused counter statements by the students.

7. Reaction to speaker comments--Much the same as the above category with respect to the several outside speakers who were brought in during the summer program.

8. Reaction to teacher questions--This category includes those responses which were made to direct questions of the teachers in the summer program.

9. Reaction to student comments--This category includes comments which were made about the comments of other students on any subject.

10. Interjected comments--This category was included as a general catch-all for comments. Included here are student comments not on the subject at hand or raised as the result of none of the above-cited categories.

11. Questions asked--This category contains comments asked by the students regarding the classroom subjects at hand. Such things as what to wear or the time of day, etc., were not included.

12. Questions answered--This area covers those answers which were directed to student questions. It does not include any answers to questions initiated by teachers, observers, or speakers.

13. Speaker questions answered--This covers those responses given to questions posed by the outside speakers following their talks.

14. Observer questions answered--Comments made by the students in response to direct questions from the participant-observers were recorded in this category. Although there was no specific instruction to record such comments, a few did appear in the notes.

15. Self--Comments made by students about themselves which could not be included in the "Feeling" category were included in this category. A random sample of student comments that have been recorded and considered typical of those students throughout the summer program can be found in Chapter IV.

Tests

Use of standardized tests was another aspect of some evaluative processes. Dartmouth utilized achievement tests, intelligence tests, and standardized personality tests as part of their evaluation.[4]

This study administered pre- and post-tests to the experimental groups of the summer program to determine whether any statistical evidence of change existed during the period of the program. The pre-tests were given during the first week of the summer program and the post-tests during the last week of the summer program. The tests given exclusively to the experimental groups were:

1. Your Educational Plans.
2. Facts About Science.
3. Survey Test in Physical Science.
4. Watson-Glaser Critical Thinking Appraisal.
5. Harvard Self-Concept Scale.
6. Piers-Harris Children's Self Concept Scale.

The latter two tests were administered during the third week of the summer program. During the first week of the 1968-1969 school year, these two tests were again administered as a post-test to the experimental groups and the control groups. The pre- and post-test scores of the experimental groups were statistically examined to determine if the summer experiences created any change in the students' perceptions of themselves. Additionally, the experimental groups post-test scores were statistically compared to the control groups scores to determine whether any significant differences existed between those students who did participate in the summer program and those who were non-participants.

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[4] Dartmouth 1966 A Better Chance Program, "A Better Chance, An Educational Program" (Hanover: Dartmouth A Better Chance Program, 1966), P. 45. (Mimeographed).

Interdisciplinary Team

The four members of the Interdisciplinary Team made on-the-spot preliminary evaluations of the summer program, which were followed by evaluations of the summer program which utilized the Delphi Method. Helmer briefly described this method of evaluation in stating:

> The Delphi Technique, in its simplest form, eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential individual interrogations (usually best conducted by questionnaires)

> interspersed with informational and opinion feedback.[5]

This team report centered around an overall evaluation of the relevance of the program content of the Project Opportunity summer program for those rural disadvantaged youth.

The director of this study and his assistants were influenced by the example of the Princeton Summer Studies Program, designed particularly for academic enrichment of disadvantaged negro youth. They conducted interviews with faculty, counselors, students, and staff as part of their evaluation of the program's effectiveness.[6] Princeton followed the initial interview with further interviews after the participants returned to their respective schools.[7]

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[5] Olaf Helmer, *Analysis of the Future: The Delphi Method*. March, 1967, The Rand Corporation, p. 7.

[6] Princeton Summer Studies Program, "Interim Report" (Princeton: Princeton Summer Studies Program, 1964). pp. 4-5 (Mimeographed)

[7] *Ibid*. p. 5.

The Dartmouth "A Better Chance" program for the disadvantaged also utilized the interview as part of a rather comprehensive evaluative design.[8] In this instance, students were interviewed regarding their family and community background, summer experiences, and further expectations.[9] The Memphis Superior and Talented Student Project conducted interviews with principals, counselors, and teachers to evaluate the program's effectiveness.[10] While these studies would seem to indicate that the interview is an important evaluative device, they should not be relied upon as the sole means of evaluation.

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[8] Dartmouth 1966 A Better Chance Program, "A Better Chance, An Educational Program" (Hanover: Dartmouth A Better Chance Program, 1966), p. 45. (Mimeographed).

[9] Ibid.

[10] D. Shelby Couce, *The Memphis Story -- Mobilizing a Large School System and a Community for the Superior and Talented Student* (Chicago: North Central Association, 1965), p. 49.

Questionnaires

Questionnaires were used by almost all summer school evaluations reviewed in the literature. Their extent ranged from the very complete series used by Harvard to the rather brief and simple form used in an evaluation of a New York City summer program for the disadvantaged.[11] A common characteristic of all the reviewed questionnaires was their diversity. It would appear that each evaluation team felt a need to devise a questionnaire to meet the specific needs of each program evaluated.

Evaluation System

The central aims of the program were developed from objectives stated by the summer program teachers and the project leaders and from areas considered important by the principal investigator.

The system designed to carry out the evaluation is as follows:

The major sources of information have been broken down into seven major categories -- students, parents, staff (summer), faculty, interdisciplinary team, participant-observers, and control group. In each of the seven categories, several types of input data were collected. These methods of evaluation can best be summed up and connected through an examination of Table I.

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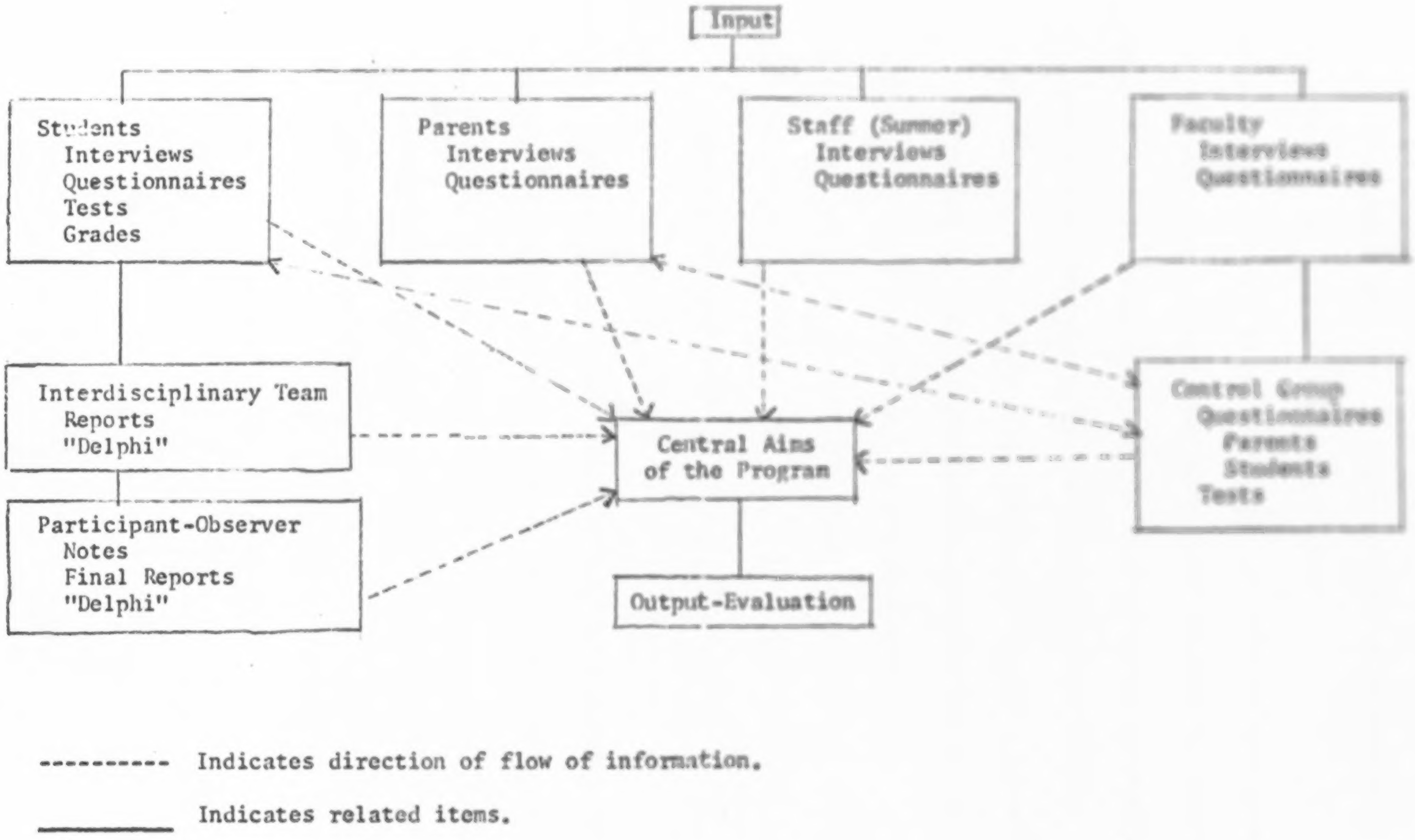
[11] Bernard Peck and others, EDANT-742, 1966

Table I

OVERALL EVALUATION DIAGRAM


Input
Students
Interviews
Questionnaires
Tests
Grades
Parents
Interviews
Questionnaires
Staff (Summer)
Interviews
Questionnaires
Faculty
Interviews
Questionnaires
Interdisciplinary Team
Reports
"Delphi"
Participant-Observer
Notes
Final Reports
"Delphi"
Central Aims
of the Program
Control Group
Questionnaires
Parents
Students
Tests
Output-Evaluation
---------- Indicates direction of flow of information.
Indicates related items.

CHAPTER III

PRE AND POST TEST RESULTS

The experimental groups of this study were composed of the students who participated in the 1968 Project Opportunity summer program. The control groups of the study were composed of those students who were part of the Project Opportunity regular school program, who did not participate in the 1968 summer program.

One of the perhaps intangible, but expected, products of the summer experiences in Project Opportunity is an increased feeling of personal worth, referred to by some writers as "self-concept" of "self-image".

The Way I Feel About Myself test purports to measure the individual's feeling of personal worth. It was believed by the investigators that the experimental groups should show a significant increase in feelings of personal worth as a result of participating in the summer program. This belief was tested statistically, by use of the T-test, utilizing the following hypotheses.

1. There will be no significant difference

at the .05 level of significance between the pre-test scores and post-test scores of the ninth grade experimental group on the *Way I Feel About Myself* test.

2. There will be no significant difference at the .05 level of significance between the pre-test scores and post-test scores of the tenth grade experimental group on the *Way I Feel About Myself* test.
3. There will be no significant difference at the .05 level of significance between the pre-test scores and post-test scores of the eleventh grade experimental group on the *Way I Feel About Myself* test.
4. There will be no significant difference at the .05 level of significance between the post-test scores of the experimental groups when compared with the equivalent control groups.

Table II

T-Test Results of Self Concept Comparisons

Compared groups	pre-test X	post-test X	T score	Hypothesis
9th grade Exper. Group Fine Arts	59.23 N= 30 S= 7.73	63.7 N= 30 S= 9.49	5.0	reject
10th grade Exper. Group Science	61.7 N= 26 S= 7.91	58.9 N= 26 7.75	-.15	accept
11th grade Exper. Group Humanities	61.1 N= 29 S= 7.70	60.3 N= 29 S= 7.71	.087	accept
9th grade control compared with 9th experimental		61.3 N= 12 S= 7.82	4.0	reject
10th grade control compared with 10th experimental		58.6 N= 16 S= 8.00	-.08	accept
11th grade control compared with 10th experimental		63.4 N= 16 S= 7.97	6.9	reject

Test Conclusions. The following are conclusions resulting from the T-test:

A. The ninth grade experimental group (Fine Arts) was the only group to show a positive change in pre-test scores on the *Way I Feel About Myself* test.

B. The ninth grade experimental group's score on the post-test was significantly greater than the ninth grade control group's score on the post-test.

C. The tenth grade experimental group's post-test score was not significantly different than the tenth grade's control score.

D. The eleventh grade experimental group's score on the post-test was significantly different than the eleventh grade control group's score on the *negative* side.

Analysis. It would appear that the fine arts program for ninth graders provided more experiences that increased the individual's sense of personal worth, when compared with the tenth grade science and eleventh grade humanities programs. It is also perhaps significant that the ninth grade experimental group had a significantly higher sense of personal worth, as measured by the *Way*

_I_ _Feel_ _About_ _Myself_ test, when compared with the ninth grade control group.

One perhaps unusual result was that the eleventh graders who did not participate in the summer program showed a significantly higher sense of personal worth than those eleventh graders who participated in the summer program.

Tenth _Grade_ _Science_ _Testing_. The _Physical_ _Science_ _Test_ and _Facts_ _About_ _Science_ _Test_ were used to determine if summer exposure increased science knowledge. The following hypotheses were used:

1. There will be no significant difference at the .05 level between the pre-test and post-test means of the tenth grade experimental group, as measured by the _Physical_ _Science_ _Test_.
2. Same as above, for the _Facts_ _About_ _Science_ _Test_.

Table III

T-test Results of Physical Science Comparisons

Pre-test mean	Post-test mean	T score	Hypothesis
45.7 N= 21 S= 6.78	45.5 N= 21 S= 6.76	.11	accept
Facts About Science Test			
45.2 N= 32 S= 6.71	46.6 N= 32 S= 6.85	.75	accept

Results and Analysis. It would appear that the statistical evidence indicates that the tenth grade program in science did not significantly increase the participant's knowledge concerning factual science matters.

Eleventh Grade Humanities Testing. The humanities program was designed to develop attitudes and skills involving critical thinking. The *Watson-Glazer Test of Critical Thinking* purports to measure these skills. The following hypothesis was used:

1. There will be no significant difference at the .05 level of significance between the pre- and post-test scores of the humanities experimental group, as measured by the *Watson-Glazer Test of Critical Thinking*.

Table IV

T-test Results of Humanities Comparison

Pre-test mean	Post-test mean	T score	Hypothesis
65.3 N= 27 S= 8.11	61.5 N= 27 S= 7.86	1.95	reject

Results and Analysis. The statistical evidence indicates that the experimental group regressed in ability of critical thinking, as measured by the test instrument. This regression was significant at the .05 level.

Your Educational Plans. This instrument was administered to all experimental groups with the purpose of measuring any possible gain in aspirations during the course of the summer program. Three areas of the test were investigated:

A. Vocational Aspirations

B. High School Retention

C. Plans for College

Scoring.

A. Vocational Aspirations

1=professional level
2=semi-professional level
3=farming and/or outdoor
4=skilled and semi-skilled

B. High School Retention

1=definitely will not leave
2=unlikely to leave
3=rather likely to leave
4=very likely to leave
5=almost sure to leave
6=definitely will leave

C. Plans for College

1=definitely will
2=almost sure to go
3=very likely to go
4=rather likely to go
5=unlikely to go
6=definitely will not go

Analysis of Pre- and Post-Test Scores of the Three Groups

1. Fine Arts

A. Of the thirty members of the experimental group, 24 showed no change in vocational aspirations. There were 4 who showed an increase in aspirations towards the professional level and there were 2 who showed a decrease towards a semi-professional level.

80% n.c.
13% inc.
7% dec.

B. 27 students showed no change in attitudes towards high school retention (they all definitely indicated that they would not leave). 2 moved from "unlikely to leave", to "definitely will not leave", and 1 reversed the above trend.

90% n.c.
7% inc.
3% dec.

C. 14 students showed no change in college
47% n.c. aspirations. Nine students showed an
30% inc.
23% dec. increase in college aspirations, while
7 students showed a decrease.

2. Science

A. 17 students showed no change. 7 students
66% n.c. showed an increase in vocational aspira-
26% inc.
8% dec. tions toward the professional level, while
3 showed a decrease from the professional
level.

B. There was no change in attitudes towards
100% n.c.
high school retention.

C. 14 showed no change. 7 students showed an
52% n.c.
26% inc. increase in college aspirations, while
22% dec.
6 showed a decrease.

3. Humanities

A. 19 showed no change. 3 showed an increase
83% n.c.
13% inc. towards the professional level of occupa-
4% dec.
tional choice, while one showed a decrease.

B. 22 showed no change. 1 person showed a
96% n.c.
4% dec. decrease in high school retention.

C. 14 showed no change. 6 showed an increase in college aspirations and 3 showed a decrease.

61% n.c.
26% inc.
13% dec.

Analysis and Observations

1. There seemed to be a slight to moderate rise in vocational choice towards the professional level in all three groups.
2. Attitudes toward high school retention remained approximately the same; perhaps, primarily due to the composition of the student population.
3. The greatest fluctuation occurred in college aspirations. All three groups demonstrated approximately a 50% attitudinal change towards college, with increased college aspirations (avg. 27%) slightly above a decreased college aspiration (avg. 19%).

Table V

Group Means of Your Educational Plans
Pre-and Post-Tests

	Pre			Post		
Group	A	B	C	A	B	C
9th Grade Fine Arts	1.83 N= 30	1.10	2.33	1.77	1.07	2.30
10th Grade Science	2.19 N= 27	1.07	2.33	1.52	1.07	2.33
11th Grade Humanities	1.78 N= 23	1.09	2.61	1.52	1.13	2.48

There was surprisingly little variability in the different groups' expressed attitudes, despite the age differences in the groups.

CHAPTER IV

CATEGORIZED STUDENT COMMENTS

The following categories were developed and explained in Chapter II.

	Code	Comment
1.	(-)	Negative comments.
2.	(+)	Positive comments
3.	(sp)	Future plans
4.	(sf)	Feelings (personal)
5.	(rm)	Reaction to movie(s)
6.	(rtc)	Reaction to teacher comments
7.	(rspc)	Reaction to speaker comments
8.	(rtq)	Reaction to teacher questions
9.	(rsc)	Reaction to student comments
10.	(i)	Interjected comments
11.	(qas)	Questions asked
12.	(qan)	Questions answered
13.	(sqa)	Speaker questions answered
14.	(oqan)	Observer questions answered
15.	(s)	Self

Clearly, it would be impossible to record every comment made by every student during the summer program. The observers had other assignments as well, and the fact that they could observe only one section at a time in each phase of the program made complete coverage impossible. However, it was felt by the investigators that a random sample of student comments could be recorded and used as typical of those by students throughout the summer program.

Another problem arose when the results were analyzed, in that observers tended to single out certain students and record their comments, which could have distorted the results. It should be taken into consideration that some students will be more verbal than others, and these will be the ones receiving the most attention in this type of data collection.

HUMANITIES

Code	Page	Number	Date	Comments
(rtc)	3	1	7/2	"You've been to college and should be smarter, what do you think?"
(sf)	4	2	7/3	"When I first saw the Berrigan poem I was scared; I thought I would have to spend hours on it to get the meaning...writing poetry gets something out of me, gives me a special feeling."
(rtq)	9	3	7/9	The movie would have been different if set in Nelson County. ("A Thousand Clowns") Demographic reasons cited, nothing on occupations.

Code	Page	Student Number	Date	Comments
(rtq)	9	2,5,7,8	7/9	Largest city you have ever been in - Dayton, Ohio; Chicago; Richmond; New York.
(rtq)	10	2,5,7	7/9	Why people are not accepted - hair-do, talk too much, etc.
(rtq)	10	4	7/9	"N.Y. culture is statues and painting, while in Nelson County it's fields and mountains."
(rtq)	10	4	7/9	"A painting is where we can put down feelings for keeps" - What is culture?
(rtq)	10	6	7/9	"You can always find beauty no matter where you go." What is culture?
(sf)	11	5,6,9	7/9	Acceptance of new students - attractive girl, not accepted by other girls. Other types of personalities discussed.
(qan)	13	9	7/10	"Everything seems to turn out alright in books" to "Do you see any relation between reality and the stuff you read in books?" asked by speaker.

(Above questions asked by the speaker are the result of a lack of questions from the students in regard to his talk.)

(i)	14	5	7/10	"Some authors use reality as the basis for their books and that's why some people like to read books."

Code	Page	Student Number	Comments
(i)	15	7	"These papers print bad stuff; they're against the war. I'm all for the war myself."
(rspc)	15	5	"Why do the French protest our being in Vietnam? We saved their country twice."
(i)	16	10	Comments that she is against the war; her brother is there and hates all those who oppose the war by burning draft cards.
(rtq)	17	9	Points out she cannot find library books on Philosophy in local library, when asked what she is reading.
(rtc)	18	11	"We lose contact (after school, during summer)."
(i)	18	5	"There's passing the bottle in parked cars at the Dairy Isle and racing the motor."
(rtq)	20	12	"Rotten" impression she had received of speaker the day before.
(sp)	21	11	"I want to marry someone in the service; where I live for three years, I get bored."
(i)	25	13	"They'll snake in there." Supporting the Domino Theory.
(i-rspc)	28	10	"I don't think we can get a project (tutoring) going in our High School... What if the Negro family didn't trust the tutor?"

Code	Page	Student Number	Comments
(i)	28	6	Notices that if survival of the fittest means fittest tribe, it is Hitler's idea. "I know why, man is all mixed up, he captured himself. Man lets society govern himself. Maybe we should kill because of over population." to discussion of African Genesis.
(i)	29	2	"If you do it personally, it would be better - probably some people would look for hidden motives like (sexual) attraction" re: tutoring.
(i)	35	2	"I know ministers whose minds are closed to change; who can't learn from young people."
-	35	14 15	Refused to join in discussion on religion and technology because it bored them.
(rtq)	39	16	Made good comments on "The Secret Life of Walter Mitty." First comment noted.
(rtc)	42	17	Offers opposition to pre-marital sex on the basis of the psychological effects later on in marriage.
(sqa)	44	5	"You have to determine this for yourself." to Father Hicky's question, "What is right?"
(rsq)	44	18	"How can you interpret the adultery commandment any other way?" re: conflicting interpretation of the Bible.

Code	Page	Student Number	Comments
(sqa)	44	13	"When we dropped the A-bomb we brought a swift and merciful end to the war."
(i)	45	19	Comments on Senator Kennedy's assassination; that everybody could claim Sirhan's justification.

STUDENT COMMENTS
SCIENCE

Code	Page	Student Number	Comments
(rspc)	7	20	Felt Mr. Dudderar's talk was a waste of time; he already knew everything.
(qas)	9	21	"With all the hunger in the world, why not raise our food production to the maximum." to Mr. Dudderar.
(rtc)	15	20	Asks if amoeba can eat steak.
(i)	17	22	"Dissecting was fun, except maybe for girls....right."
(i)	20	23	"Stated rabbits were around somewhere" - knew because of droppings.
(sp)	72	24	Discussed college, etc., with the observer. Indicated interest in medicine, psychology, psychiatry, social work. Family in difficult financial situation. Feels project is good - would like to return to County - boyfriend encourages her.

STUDENT COMMENTS
FINE ARTS

Code	Page	Student Number	Comments
(i)	22	25	Stated that the music he had just heard reminded him of flowers in a field.
(i)	29	26 27	After hearing the music and lyrics for Oliver feel they will enjoy it.
(+)	40	26 28 29	Spoke favorably about the program - felt it was like school - so did their mothers.
(i)	41	30	Indicated she knows her sharps and flats in music class.
(qas)	43	31	Asked several questions on the "History of Jazz" record album played in class.
(sp)	43	32	Indicated an interest in going to Mary Baldwin and studying Bio.
(+)	43	32	Indicated she is looking forward to the next summer program.

Table VI provides the summary of coded responses.

TABLE VI

NUMBER OF CODED RESPONSES FROM THE OBSERVERS NOTES AND THE CATEGORY PERCENTAGES FOR EACH.

Comment Category	Category symbol	Number of responses coded	Percentage of total responses
Negative program	(-)	0	0
Positive program	(+)	8	3.6
Future plans	(sp)	9	4.1
Feelings	(sf)	2	.9
Reaction Movie	(rm)	5	2.2
" Assembly	(ra)	1	.4
" Teacher comment	(rtc)	12	5.4
" Speaker comment	(rspc)	9	4.1
" Teacher question	(rtq)	33	15.0
" Student comment	(rsc)	12	5.4
Interjected Comment	(i)	68	31.0
Question Asked	(qas)	29	13.2
Question Answered	(qan)	2	.9
Speaker question answered	(sqa)	14	6.3
Observer question answered	(oqan)	6	2.7
Self	(s)	0	0
Not considered		9	4.1

Analysis of Student Comments by Categories

The results of the coded comments can be seen in Table VI. Two of the comment categories "self" and "negative program" received no coded responses. The total number of coded comments was 219 which are represented in the table with a breakdown by category, and percentage of responses for each category. Nine comments were not considered in the analysis because they did not fit into any of the established categories, or cut across category lines.

The fact that there were no negative comments regarding the summer program may be, in part, due to positive reception of the program by the students. On the other hand, the natural tendency not to make negative statements may have played a part in this. In addition, the fact that a small number (8) of positive comments were recorded may indicate the students were not too vocal one way or the other about the program.

The small number (9) of comments regarding future plans of the students may be taken to indicate more attention should be paid to this area in future summer programs. Only a few of the recorded classroom discussions centered on this area. It would seem that if one of the objectives of the summer program is to raise the level of aspirations, more attention should be paid to what the students may be considering, in both vocational and occupational areas.

The self-feeling category proved to be not too revealing, in that only two (2) comments were coded in this area. This may be due to the fact that many responses which might have fallen into this area were placed in other categories. Because of this, the results shown were not considered of value in this analysis.

With the great amount of time spent with movies in the summer program, it is surprising that there is such a small amount of student-initiated reaction to them. With only five (2.2%) of the total recorded comments falling into this category, it may be assumed that films should be presented in such a way that they might provoke thoughts on the part of the students. Some of the comments made about movies fall into the other categories, but it still appears that they are not causing the desired reaction on the part of the students.

The number of comments (1) regarding assemblies was so small that it was not considered significant to the analysis. This lack of comment may be, in part, due to the fact that only one phase (Fine Arts) used them to describe its joint meetings.

The number (12) of student reactions to teacher comments was somewhat lower than was expected; in that the program was, in part, designed to challenge the the commonly held beliefs of the students. Since open discussion was encouraged, and did occur, it would seem that on the whole, information provided did not challenge the students; or that which did, did not come across in such a way as to obtain the desired results.

While outside speakers were used most extensively by the Humanities section, they were employed by the other groups as well. There is little evidence to indicate that the speakers sparked discussion by their comments alone, as only 4.1% of the coded comments were the result of speaker comments. The greatest reaction to the speakers occurred in their direct questions to the students, which accounted for 6.3% of the coded responses. These factors may tend to indicate that speaker comments were over the heads of the students, or that they did not communicate well with the audience. Also, there is evidence to support the notion that in some cases the students were not prepared in advance on the topics covered by speakers. In some cases, speakers were used just to fill time, and had nothing to do with subjects covered in the classes. It was noted by the observers that the speakers which received the best reactions were those which used a dialogue approach rather than a set script.

The large number (33) of student responses to teacher questions indicates that the students were reacting well in the classroom. However, this fact may also be taken to mean that the question technique may have been over used, and free discussion did not occur.

Interjected comments were the most frequently recorded comments accounting for 68 of the coded responses. This is, in part, due to the general nature of the category. Also, this reflects the freedom provided in the classroom to make statements on any subject. In a few cases this was carried to extremes, and totally unrelated statements appeared in the dialogue.

The relatively high number (29) of student questions asked would tend to indicate an interest in what was going on in the classes. However, many of these statements were on procedural matters and did not relate to the subject matter.

The fact that so few comments were answers to questions asked by other students, indicates that there may be too much reliance on the teachers to provide solutions. If this is the case, it would seem that more attention should be paid to developing student ability to provide answers to questions raised in the classroom.

Since there were no specific instructions to the observers to ask questions for their notes, the observer questions-answered category was not considered important to the evaluation. However, it does indicate that the observers did fit into the program and were able to communicate with the students without undue disturbance to the summer program. Observers did conduct interviews with the students, but these were not included in this analysis.

CHAPTER V

QUESTIONNAIRE RESULTS

Included in the overall evaluation design were questionnaires that were given to the Interdisciplinary Team, students, parents, and the participant-observers. (See Appendix) These different questionnaires in different groups attempted to gather viewpoints concerning the following aspects of the 1968 summer program in Nelson County, Virginia:

1. Organization and management of the program.
2. Goals of the Fine Arts, Science and Humanities programs contained within the summer program.
3. The following specific goals of the total program:
    - A. To raise the level of aspiration for higher education.
    - B. To broaden the students' range of cultural interests.
    - C. To develop attitudes favoring conservation.

D. To offer the students the opportunity of exploring and discovering on their own.

E. To give the students the opportunity of working in small groups.

F. To allow the students to identify with young, open, flexible, and talented teachers.

In each of the following data pages, the reader will note that the different groups' responses are grouped under the overall topic. Additionally, references are sometimes made to other parts of the final report. Furthermore, the Interdisciplinary Team's responses are interpreted by remembering that "4" means that all members of the Team are in agreement. Also, the participant-observers replies are presented in the same fashion, with "3" signifying that all participant-observers were in agreement with the specific reference. In the case of the student questionnaires, there are two responses for each category; one response for November and another for April. This method was chosen to determine whether any attitudinal change occurred during the course of the school year. The parent questionnaires were utilized in the same manner as the student questionnaires.

1. Organization and Management of the Program

__Interdisciplinary Team__ (4 members)

Delphi		Number in Favor
4	If the two-location operation is continued, a director should be assigned to each location.	(3)
5	The program should be centralized in one school building for better control.	(3)
6	The classrooms seemed adequate.	(1)
7	More attention should have been paid to class attendance.	(3)
8	There was too much flexibility.	(3)
9	The program lacked somewhat in logistical organization, which prevented maximum instructional time.	(4)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(2)
15	Methods should be established to evaluate progress of the students, other than through observation.	(1)
18	The teaching staff should be integrated.	(1)
20	The regular school staff and community should be more aware of what is happening in the summer program.	(1)
24	Too much of the program was devoted to providing fun and games, with learning as a hopeful outcome.	(3)

Interdisciplinary Team (Continued)

Delphi		Number in Favor
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
26	The role of the student should be more clearly defined in the summer program.	(1)
28	Volunteer commitment to attend the summer program and volunteer attendance kept the summer program from being a success.	(3)
29	Too much time was lost in travel between the two schools.	(4)
33	The regular staff should be drawn into the program more to develop a closer relationship between the summer program and the regular school year.	(1)
34	A summary period should be included at the end of each day to evaluate the activities and learnings of the day.	(-)
35	Teachers should be better trained and organized before the program begins.	(1)

Students

Questionnaires: November/April

#1 - Do you feel the time spent in the program this summer was used to its best advantage?

	YES		NO		SOMEWHAT	
	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
Grade 9	8	17	2	2	1	8
Grade 10	16	7	3	3	14	20
Grade 11	12	10	1	1	18	23

Students (Continued)

Questionnaires: November/April

#24 - What is your overall appraisal of the summer program?

	EXTREMELY VALUABLE		VALUABLE		SOME VALUE		LITTLE VALUE	
	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
Grade 9	9	6	22	23	3	8	0	1
Grade 10	3	3	21	16	5	11	4	3
Grade 11	10	6	17	17	3	11	0	0

Participant Observers (3 members) Delphi		No. in Favor
4	If the two-location operation is continued, a director should be assigned to each location.	(1)
5	The program should be centralized in one school building for better control.	(1)
6	The classrooms seemed adequate.	(1)
7	More attention should have been paid to class attendance.	(1)
8	There was too much flexibility.	(2)
9	The program lacked somewhat in logistical organization, which prevented maximum instructional time.	(2)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(-)
15	Methods should be established to evaluate progress of the students, other than through observation.	(3)

__Participant Observers__ (Continued)

Delphi

		No. in Favor
18	The teaching staff should be integrated.	(1)
20	The regular school staff and community should be more aware of what is happening in the summer program.	(1)
24	Too much of the program was devoted to providing fun and games, with learning as a hopeful outcome.	(1)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
26	The role of the student should be more clearly defined in the summer program.	(1)
29	Too much time was lost in travel between the two schools.	(1)
33	The regular staff should be drawn into the program more to develop a closer relationship between the summer program and the regular school year.	(1)
34	A summary period should be included at the end of each day to evaluate the activities and learnings of the day.	(2)
35	Teachers should be better trained and organized before the program begins.	(1)

2. Goals of the Program

Delphi	Interdisciplinary Team (4 members)	No. in Favor
2	The summer program was well conceived and staffed.	(2)
8	There was too much flexibility.	(3)
10	The goals of the summer program should have been more specific.	(2)
12	The summer program as presently established tends to undercut the current educational system, due to the lack of contact with the regular school teachers.	(3)
27	The whole program should be defined as to whether it is a regular summer school or something else.	(1)
32	The Negro community should be drawn into the program in more ways.	(1)

Students

Questionnaires: November/April

#27 - Would you rate the level of difficulty of your summer program course as:

	TOO HARD		ABOUT RIGHT		TOO EASY	
	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
Grade 9	1	0	26	27	13	7
Grade 10	4	0	23	22	3	10
Grade 11	3	2	29	31	0	1

Parents

Questionnaire:

#1 - The summer program's effect upon my child was:

32 - Very helpful
40 - Helpful
7 - A little helpful
1 - Of no help

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided
3 - No answer

Participant Observers (3 members)

Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(1)
8	There was too much flexibility.	(2)
10	The goals of the summer program should have been more specific.	(1)
12	The summer program as presently established tends to undercut the current educational system, due to the lack of contact with the regular school teachers.	(3)
27	The whole program should be defined as to whether it is a regular summer school or something else.	(1)
32	The Negro community should be drawn into the program in more ways.	(1)

THE EVALUATIVE AIMS OF THE FINE ARTS COURSE WERE:

1. To broaden the students' range of cultural interests.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
FA1	More emphasis should be placed on esthetic qualities of art.	(1)
FA2	There was too much project work in the art class and not enough emphasis on methods.	(4)
FA3	The Fine Arts program was well organized and ran smoothly.	(-)
FA4	The assemblies (FA) were too long for the students.	(4)

Students

Questionnaires: November/April

#2 - Are you interested in pursuing further what you studied during the summer session?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
19	20	6	2	9	14

#3 - Do you feel you have benefited from the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	24	0	0	10	13

Students (Continued)

#7 - Do you feel the program has brought you to a better understanding of Fine Arts?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
27	24	0	1	7	12

#26 - Are you interested in continuing to study the subjects covered in summer school?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
17	16	10	4	7	17

#38 - List all unassigned books that you either have read or are reading on your own since school started.

November - 35 Total responses
91 Total books (8 none, 82 fiction, 1 non-fiction)
26 Books per student

April - 95 Total responses
207 Total books (3 none, 190 fiction 14 non-fiction)
46 Books per student.

#42 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
22	17	2	2	9	18

Students (Continued)

#FA2 - Do you feel now that you have a better understanding of your major?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
15	24	4	1	5	11

#FA3 - Would your participation in Fine Arts enable you to pursue art, music, or drama in the regular school year?

YES		NO	
Nov.	Apr.	Nov.	Apr.
22	28	12	8

#FA12 - Do you listen to any different music now as a result of the summer program?

YES		NO	
Nov.	Apr.	Nov.	Apr.
12	15	22	21

Parents

Questionaire:

#6 - I would like my child to attend college:

78 - Yes
2 - Undecided
0 - No

Participant Observers (3 members)

Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
FA1	More emphasis should be placed on esthetic qualities of art	(-)
FA2	There was too much project work in the art class and not enough emphasis on methods.	(3)
FA3	The Fine Arts program was well organized and ran smoothly.	(1)
FA4	The assemblies (FA) were too long for the students.	(3)

2. To demonstrate the depth of the element of art.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
FA1	More emphasis should be placed on esthetic qualities of art.	(1)

Students

Questionnaire: November/April

#2 - Are you interested in pursuing further what you studied during the summer session?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
19	20	6	2	9	14

Students (Continued)

#3 - Do you feel you have benefited from the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	24	0	0	10	13

#9 - Do you feel you got out of the program what you expected?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	21	2	5	11	11

#11 - Do you feel the trips your group took were worthwhile?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
30	33	0	0	3	4

QUESTIONNAIRE - August

#1 - Do you feel that your participation in the program has broadened your outlook?

YES	NO	SOMEWHAT
25	1	3

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
19	3	7

#14 - Do you feel the program has brought you to a better understanding of Fine Arts?

YES	NO	SOMEWHAT
25	0	4

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members) Delphi	No. in Favor
FA1 - More emphasis should be placed on esthetic qualities of art.	(-)

3. To draw out creative abilities.

Students

Questionnaires: November/April

#28 - Did the summer program help you to develop a hobby?

YES		NO	
Nov.	Apr.	Nov.	Apr.
11	10	22	27

#40 - Do you realize now that you have some ability or talent that came to your attention through the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	12	11	10	10	15

#FA15 - Do you feel the summer program helped you to learn about an ability or talent that you didn't realize you had?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	11	10	7	12	18

Students (Continued)

Questionnaire: August

#14 - Do you feel the program has brought you to a better understanding of Fine Arts?

YES	NO	SOMEWHAT
25	0	4

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes

0 - No

2 - Undecided

4. To increase appreciation of each others' talents.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
41	Working together made the students more tolerant of one another.	(1)

Students

Questionnaires: November/April

#29 - Did the summer program help you in your relationships with other pupils?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	23	2	1	12	12

Students (Continued)

#30 - Did the summer program help you to understand people who come from a background different from your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
16	20	7	5	10	11

#34 - Do you feel that working in groups helped you to better understand your classmates?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	29	1	2	6	6

#37 - Did the summer program bring you into contact with people you never expected to meet?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
20	17	4	8	9	11

#FA14 - Do you feel that you have a better appreciation for the talents of others whatever they might be?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	20	1	0	12	16

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)		No. in Favor
Delphi		
41	Working together made the students more tolerant of one another.	(1)

5. To stimulate enthusiasm, group cooperation, and opening-up in a group.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
19	Black and white students associated in an almost ideal atmosphere.	(2)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(4)
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

Students

Questionnaires: November/April

#6 - Did the summer program hold your interest as fully as you expected?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
17	20	8	6	12	8

#29 - Did the summer program help you in your relationships with other pupils?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	23	2	1	12	12

Students (Continued)

#30 - Did the summer program help you to understand people who come from a background different from your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
16	20	7	5	10	11

#22 - Did your class sometimes become very excited?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	21	8	5	5	11

#34 - Do you feel that working in groups helped you to better understand your classmates?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	29	1	2	6	6

#33 - Do you plan to attend the summer program next year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
20	25	-	1	-	11

#FA8 - Do you feel that you participated as fully as possible?

YES		NO	
Nov.	Apr.	Nov.	Apr.
22	21	11	15

#FA4 - Would you choose the same major field if you could choose again?

YES		NO	
Nov.	Apr.	Nov.	Apr.
22	22	11	14

Students (Continued)

#FA5 - Did the Fine Arts program bore you?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
1	2	23	23	10	10

#FA10 - Are you looking forward to participating in the summer program next summer?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
22	23	2	1	10	11

#FA11 - Do you feel that you accomplished something worthwhile during the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
25	22	1	0	7	14

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
19	3	7

#4 - Do you feel you have benefited from the summer program?

YES	NO	SOMEWHAT
23	0	5

#7 - Do you feel you will be able to apply what you have learned during this summer program to the next school year?

YES	NO	SOMEWHAT
22	3	5

Students (Continued)

#8 - Do you plan to participate in future summer programs if possible?

YES	NO	SOMEWHAT
27	1	1

#11 - Do you feel that you participated as fully as possible in this summer program?

YES	NO	SOMEWHAT
25	2	3

#12 - Did the summer program hold your interest as fully as you expected?

YES	NO	SOMEWHAT
21	4	4

#14 - Do you feel the program has brought you to a better understanding of Fine Arts?

YES	NO	SOMEWHAT
25	0	4

Parents

Questionnaire:

#1 - The summer program's effect upon my child was:

32 - Very helpful
40 - Helpful
7 - A little helpful
1 - Of no help

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Parents (Continued)

#8 - Do you think your child would like to attend college?

72 - Yes

0 - No

7 - Undecided

Participant Observers (3 members)

Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(3)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(1)
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

6. To increase tolerance for each other.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(2)
41	Working together made the students more tolerant of one another.	(1)

Students

Questionnaires: November/April

#29 - Did the summer program help you in your relationships with other pupils?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	23	2	1	12	12

#30 - Did the summer program help you to understand people who came from a background different from your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
16	20	7	5	10	11

#31 - Did the summer program help you in your relationships with your present teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	8	18	18	8	11

#34 - Do you feel that working in groups helped you to better understand your classmates?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	29	1	2	6	6

#37 - Did the summer program bring you into contact with people you never expected to meet?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
20	17	4	8	9	11

#FA14 - Do you feel that you have a better appreciation for the talents of others whatever they might be?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	20	1	0	12	16

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)		No. in Favor
Delphi		
19	Black and white students associated in an almost ideal atmosphere.	(3)
41	Working together made the students more tolerant of one another.	(1)

7. To open minds and eyes to new things.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
FA2	There was too much project work in the art class and not enough emphasis on methods.	(4)

Students

Questionnaires: November/April

#28 - Did the summer program help you to develop a hobby?

YES		NO	
Nov.	Apr.	Nov.	Apr.
11	10	22	27

#32 - Did your teacher make you feel like learning a lot on your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	15	9	4	12	18

Students (Continued)

#42 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
22	17	2	2	9	18

#FA3 - Would your praticipation in Fine Arts enable you to pursue art, music, or drama in the regular school year?

YES		NO	
Nov.	Apr.	Nov.	Apr.
22	28	12	8

#FA6 - Do you feel you have a better understanding of history of music, art, or drama?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
19	22	2	1	13	13

#FA11 - Do you feel that you accomplished something worthwhile during the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
25	22	1	0	7	14

#FA12 - Do you listen to any different music now as a result of the summer program?

YES		NO	
Nov.	Apr.	Nov.	Apr.
12	15	22	21

Questionnaire: August

#1 - Do you feel that your participation in the program has broadened your outlook?

YES	NO	SOMEWHAT
25	1	3

Students (Continued)

Questionnaire: August

#2 - Are you interested in further pursuing your area of study?

YES	NO	SOMEWHAT
19	3	7

#7 - Do you feel you will be able to apply what you have learned during this summer program to the next school years?

YES	NO	SOMEWHAT
22	3	5

#14 - Do you feel the program has brought you to a better understanding of Fine Arts?

YES	NO	SOMEWHAT
25	0	4

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members) Delphi		No. in Favor
FA2	There was too much project work in the art class and not enough emphasis on methods.	(3)

8. To raise the level of aspiration for higher education and increase interest in going to college.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(3)
10	The goals of the summer program should have been more specific.	(2)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(2)
16	The major objective of the program, preparation for college, was achieved.	(2)

Students

Questionnaires: November/April

#16 - Do you feel this summer program has better prepared you for college?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
11	10	7	3	15	24

#18 - Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	15	3	5	16	17

Students (Continued)

#40 - Do you realize now that you have some ability or talent that came to your attention through this summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	12	11	10	10	15

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
19	3	7

#5 - Do you feel this summer program has better prepared you for college?

YES	NO	SOMEWHAT
14	7	6

Parents

Questionnaire: April

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided

#8 - Do you think your child would like to attend college?

72 - Yes
0 - No
7 - Undecided

Participant Observers (3 members)		No. in Favor
Delphi		
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(2)
10	The goals of the summer program should have been more specific.	(1)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(-)
16	The major objective of the program, preparation for college, was achieved.	(3)

9. To allow the student to identify with young, open, flexible, talented teachers.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
2	The summer program was well conceived and staffed.	(2)
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(1)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(-)

Students

Questionnaires: November/April

#8 - Do you think your teacher understood people of your age?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
27	31	1	0	6	6

#12 - Was your teacher fun to be with?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	31	0	0	8	6

#13 - Would you rate your main teacher in the summer program as:

GOOD		EXCELLENT		SUPERIOR		OUTSTANDING	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	12	8	11	4	7	8	6

#15 - Did you like your summer program teacher?

YES		NO		SOMEWHAT	
Nov	Apr.	Nov.	Apr.	Nov.	Apr.
27	26	0	1	7	10

#17 - Could your summer program teacher explain what you did not understand?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	28	3	0	10	9

#31 - Did the summer program help you in your relationships with your present teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	8	18	18	8	11

Students (Continued)

#32 - Did your teacher make you feel like learning a lot on your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	15	9	4	12	18

Parents

Questionnaire:

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided

Participant Observers (3 members) Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(1)
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(2)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(1)

THE EVALUATIVE AIMS OF THE SCIENCE COURSE WERE:

1. To expose the students to a whole world they had never experienced before by opening their eyes to the multitude of natural organisms.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
S2	The science program dealt mainly with observational activities.	(1)
S3	Students should be challenged to explore all possible approaches to the world.	(-)

Students

Questionnaires: November/April

#7 - Do you feel the program has brought you to a better understanding of natural science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	20	3	1	18	11

#S2 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	13	5	6	16	3

Students (Continued)

#S4 - Do you feel that the individual group projects aided in your understanding of natural science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
9	14	6	4	17	13

#S5 - Do you feel that you have a better understanding of living things than you did before the program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	16	1	5	16	10

Questionnaire: August

#1 - Do you feel that your participation in the program has broadened your outlook?

YES	NO	SOMEWHAT
19	1	12

#14 - Do you feel the program has brought you to a better understanding of science?

YES	NO	SOMEWHAT
25	2	5

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)

Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
S2	The science program dealt mainly with observational activities.	(4)
S3	Students should be challenged to explore approaches to the world.	(1)

2. To develop an understanding of some of the basic scientific concepts which help to interpret the world of science.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
S1	The science program could be improved by introducing concepts of research, experimentation, and question-asking.	(1)
S4	The intellectual development of the students is limited because they are not required to conceptualize, generalize, or hypothesize.	(2)
S6	Formal study in the science should be undertaken before taken up in the summer program.	(3)

Students

Questionnaires: November/April

#7 - Do you feel the program has brought you to a better understanding of Natural Science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	20	3	1	18	11

Students (Continued)

#18 - Did the summer program provide you with skills and/or major knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	11	3	10	14	11

#26 - Are you interested in continuing to study the subjects covered in summer school?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	8	7	7	16	17

#42 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	13	5	6	16	13

#S2 - Do you feel that knowledge you gained this summer will benefit you in future science classes?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
17	11	2	4	13	17

#S3 - Do you feel that the work you were involved in, or the knowledge you gained this summer, will influence your life outside the classroom?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
6	5	6	8	9	19

#S8 - Do you feel that the summer program has broadened your views on science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
13	8	8	10	11	14

Students (Continued)

#S10 - Would you say the ideas expressed on science in the summer program were typical of those you held before?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	7	2	8	20	16

Questionnaire: August

#7 - Do you feel you will be able to apply what you have learned during this summer program to the next school year?

YES	NO	SOMEWHAT
19	4	10

#14 - Do you feel the program has brought you to a better understanding of Natural Science?

YES	NO	SOMEWHAT
25	2	5

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)

		No. in Favor
Delphi		
S1	The science program could be improved by introducing concepts of research, experimentation, and question-asking.	(1)

Participant Observers (Continued)

Delphi		No. in Favor
S4	The intellectual development of the students is limited because they are not required to conceptualize, generalize, or hypothesize.	(2)
S6	Formal study in the science should be undertaken before being taken up in the summer program.	(3)

3. To raise the level of aspiration for higher education.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(3)
10	The goals of the summer program should have been more specific.	(2)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(2)
16	The major objective of the program, preparation for college, was achieved.	(2)

Students

Questionnaires: November/April

#16 - Do you feel this summer program has better prepared you for college?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
6	4	7	7	20	21

Students (Continued)

#18 - Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	11	3	10	14	11

#40 - Do you realize now that you have some ability or talent that came to your attention through the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
4	4	15	12	14	16

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
13	5	14

#5 - Do you feel this summer program has better prepared you for college?

YES	NO	SOMEWHAT
17	3	2

Participant Observers (3 members)

Delphi		No. in Favor
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(2)
10	The goals of the summer program should have been more specific.	(1)

Participant Observers (Continued)

Delphi		No. in Favor
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(-)
16	The major objective of the program, preparation for college, was achieved.	(3)

4. To broaden the students' range of cultural interests.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)

Students

Questionnaires: November/April

#2 - Are you interested in pursuing further what you studied during the summer session?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	5	9	10	14	17

#3 - Do you feel you have benefited from the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
19	19	3	4	8	9

#7 - Do you feel the program has brought you to a better understanding of Science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	20	3	1	18	11

Students (Continued)

#26 - Are you interested in continuing to study the subjects covered in summer schools?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	8	7	7	16	17

#38 - List all unassigned books that you either have read or are reading on your own since school started.

	November	April
No books - no response	1	7
Fiction	82	96
Non-fiction	7	3

#42 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	13	5	6	16	13

Participant Observers (3 members)		No. in Favor
Delphi		
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)

5. To develop attitudes favoring conservation.

Interdisciplinary Team (4 members)		No. in Favor
Delphi		
85	A nature trail would be a good project for the science classes.	(2)

Students

Questionnaires: November/April

#S3 - Do you feel that the work you were involved in, or the knowledge you gained this summer, will influence your life outside the classroom?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
6	5	6	8	9	19

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided

Participant Observers (3 members) Delphi		No. in Favor
55	A nature trail would be a good project for the science classes.	(-)

6. To offer the students the opportunity of exploring and discovering on their own.

Interdisciplinary Team (4 members) Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)

Interdisciplinary Team (Continued)

Delphi		No. in Favor
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(4)
44	The environment was suitable for learning.	(1)
S1	The science program could be improved by introducing concepts of research, experimentation, and question-asking.	(1)
S3	Students should be challenged to explore all possible approaches to the world.	(-)
S4	The intellectual development of the students is limited because they are not required to conceptualize, generalize, hypothesize.	(2)

Students

Questionnaires: November/April

#5 - Do you feel you will be able to apply what you have learned during this summer program to the next school years?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
13	13	5	6	14	13

#18 - Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	11	3	10	14	11

Students (Continued)

#40 - Do you realize now that you have some ability or talent that came to your attention through the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
4	4	15	12	14	16

#S3 - Do you feel that the work you were involved in or the knowledge you gained this summer will influence your life outside the classroom?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
6	5	6	8	9	19

#S4 - Do you feel that the individual group projects aided in your understanding of natural science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
9	14	6	4	17	13

#S8 - Do you feel that the summer program has broadened your views on science?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
13	8	8	10	11	14

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Parents (Continued)

Questionnaire:

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided

Participant Observers (3 members) Delphi		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(1)
44	The environment was suitable for learning.	(2)
S1	The science program could be improved by introducing concepts of research, experimentation, and question-asking.	(1)
S3	Students should be challenged to explore all possible approaches to the world.	(1)
S4	The intellectual development of the students is limited because they are not required to conceptualize, generalize, or hypothesize.	(2)

7. To give the students the experience of working in small groups.

Interdisciplinary Team (4 members) Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(20)

Interdisciplinary Team (Continued)		No. in Favor
Delphi		
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(4)
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

Students

Questionnaires: November/April

#6 - Did the summer program hold your interest as fully as you expected?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	10	7	8	13	14

#29 - Did the summer program help you in your relationships with other pupils?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
12	13	5	5	14	14

#30 - Did the summer program help you to understand people who come from a background different from your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
11	11	8	8	14	13

#22 - Did your class sometimes become very excited?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
13	10	6	4	14	18

Students (Continued)

#34 - Do you feel that working in groups helped you to better understand your classmates?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
17	19	5	2	12	11

#33 - Do you plan to attend the summer program next year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
16	23	1	0	15	9

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
13	5	14

#4 - Do you feel you have benefited from the summer program?

YES	NO	SOMEWHAT
22	2	8

#7 - Do you feel you will be able to apply what you have learned during this summer program to the next school years?

YES	NO	SOMEWHAT
19	4	10

#8 - Do you plan to participate in future summer programs if possible?

YES	NO	SOMEWHAT
32	1	0

Students (Continued)

Questionnaire: August

#11 - Do you feel that you participated as fully as possible in this summer program?

YES	NO	SOMEWHAT
17	11	4

#12 - Did the summer program hold your interest as fully as you expected?

YES	NO	SOMEWHAT
19	9	4

#14 - Do you feel the program has brought you to a better understanding of Natural Science?

YES	NO	SOMEWHAT
25	2	5

Participant Observers (3 members)

Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(3)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(1)
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

8. To allow the students to identify with young, open, flexible, and talented teachers.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(2)

Interdisciplinary Team (Continued)

Delphi		No. in Favor
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(1)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(-)

Students

Questionnaires: November/April

#8 - Do you think your teacher understood people of your age?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
27	27	0	0	6	5

#12 - Was your teacher fun to be with?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
23	27	1	0	7	5

Students (Continued)

#13 - Would you rate your main teacher in the summer program as:

GOOD		EXCELLENT		SUPERIOR		OUTSTANDING	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	3	11	12	1	8	6	10

#15 - Did you like your summer program teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
25	28	0	0	5	4

#17 - Could your summer program teacher explain what you did not understand?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
24	25	0	0	9	7

#31 - Did the summer program help you in your relationships with your present teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
5	7	19	15	10	10

#32 - Did your teacher make you feel like learning a lot on your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	8	11	9	9	16

Parents

Questionnaire:

#7 - Are you planning to send your child to college?

63 - Yes
0 - No
14 - Undecided

Participant Observers (3 members)

Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(10
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(2)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(1)

THE EVALUATIVE AIMS OF THE HUMANITIES COURSE WERE:

1. To stimulate creative and critical thinking and appreciation of philosophical thought.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
30	The experience of the summer program the students to a new and broadening way of life.	(1)
H1	The humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(2)
H5	Critical thinking was developed when teachers and speakers introduced new and/or challenging ideas that were contrary to community thought.	(2)
H6	Students gained an appreciation of philosophical thinking and problems (humanities).	(4)

Students

Questionnaires: November/April

#5 - Do you feel you will be able to apply what you have learned during this summer program to the next school years?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
15	10	1	5	15	19

#7 - Do you feel the program has brought you to a better understanding of the Humanities?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
24	29	0	0	5	5

Students (Continued)

#18 - Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
7	10	7	6	18	18

#H3 - Do you feel that examining a topic from many points of view is worthwhile?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
25	27	1	0	4	6

Questionnaire: August

#14 - Do you feel that the program has brought you to a better understanding of Humanities?

YES	NO	SOMEWHAT
22	1	7

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)

Delphi

		No. in Favor
30	The experience of the summer program exposed the students to a new and broadening way of life.	(1)
H1	The humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(1)

Participant Observers (Continued)

Delphi		No. in Favor
H5	Critical thinking was developed when teachers and speakers introduced new and/or challenging ideas that were contrary to community thought.	(-)
H6	Students gained an appreciation of philosophical thinking and problems (humanities).	(-)

2. To raise the level of aspiration for higher education and increase interest in going to college.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(3)
10	The goals of the summer program should have been more specific.	(2)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(2)
16	The major objective of the program, preparation for college, was achieved.	(2)

Students

Questionnaires: November/April

#16 - Do you feel this summer program has better prepared you for college?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	16	3	3	19	15

Students (Continued)

#18 - Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
7	10	7	6	18	18

#40 - Do you realize now that you have some ability or talent that came to your attention through the summer program?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
6	5	16	17	10	11

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
19	3	8

#5 - Do you feel this summer program has better prepared you for college?

YES	NO	SOMEWHAT
15	4	11

Parents

Questionnaire: April

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Parents (Continued)

#7 - Are you planning to send your child to college:

63 - Yes
0 - No
14 - Undecided

#8 - Do you think your child would like to attend college?

72 - Yes
0 - No
7 - Undecided

Participant Observers (3 members)

Delphi		No. in Favor
1	In the last analysis the success of the summer program will be in how many more students aspire a college education.	(2)
10	The goals of the summer program should have been more specific.	(1)
13	Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.	(-)
16	The major objective of the program, preparation for college, was achieved.	(3)

3. To promote group cooperation.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(2)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(4)

Interdisciplinary Team (Continued)

Delphi		No. in Favor
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

Students

Questionnaires:

#6 - Did the summer program hold your interest as fully as you expected?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
13	15	10	13	9	6

#9 - Did the summer program help you in your relationships with other pupils?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
16	18	7	4	9	12

#30 - Did the summer program help you to understand people who come from a background different from your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	23	4	2	7	8

#22 - Did your class sometimes become very excited?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
25	28	1	1	6	5

#34 - Do you feel that working in groups helped you to better understand your classmates?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
17	25	1	0	13	9

Students (Continued)

#33 - Do you plan to attend the summer program next year?

YES		NO		UNDECIDED	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	5	7	21	10	8

Questionnaire: August

#2 - Are you interested in pursuing further your area of study?

YES	NO	SOMEWHAT
19	3	8

#4 - Do you feel you have benefited from the summer program?

YES	NO	SOMEWHAT
26	2	2

#7 - Do you feel you will be able to apply what you have learned during this summer program to the next school years?

YES	NO	SOMEWHAT
20	5	5

#8 - Do you plan to participate in future summer programs if possible?

YES	NO	SOMEWHAT
19	5	6

#11 - Do you feel that you participated as fully as possible in this summer program?

YES	NO	SOMEWHAT
19	6	5

#12 - Did the summer program hold your interest as fully as you expected?

YES	NO	SOMEWHAT
15	7	8

Students (Continued)

Questionnaire: August

#14 - Do you feel the program has brought you to a better understanding of the Humanities?

YES	NO	SOMEWHAT
22	1	7

Parents

Questionnaire:

#1 - The summer program's effect upon my child was:

32 - Very helpful
40 - Helpful
7 - A little helpful
1 - Of no help

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

#8 - Do you think your child would like to attend college?

72 - Yes
0 - No
7 - Undecided

Participant Observers (3 members) Delphi		No. in Favor
19	Black and white students associated in an almost ideal atmosphere.	(3)
39	The freedom of the program brought out a willingness to work and to assume responsibility.	(1)

Participant Observers (Continued)

Delphi		No. in Favor
40	Generally the students were enthusiastic about the program.	(1)
43	The students appeared to be enthusiastic about the program.	(1)

4. To develop awareness of the challenges, opportunities, and problems in the world by the following means:

   A. Exposing the students to ideas and problems for which they had no preparation and no background.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
H1	The Humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(2)
H4	Topics were dealt with in too superficial a manner.	(1)
H5	Critical thinking was developed when teachers and speakers introduced new and/or challenging ideas that were contrary to community thought.	(2)
H11	Many of the Humanities discussions went over the heads of the students.	(2)

Students

Questionnaires: November/April

#42 - Do you feel that your participation in the summer program has broadened your outlook?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
21	25	1	1	10	8

Students (Continued)

#H2 - Would you say the ideas expressed in the summer program were similar to those you held before?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
4	5	6	11	18	17

Questionnaire: August

#14 - Do you feel the program has brought you to a better understanding of the Humanities?

YES	NO	SOMEWHAT
22	1	7

Parents

Questionnaire.

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)

Delphi

		No. in Favor
H1	The Humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(1)
H4	Topics were dealt with in too superficial a manner.	(2)
H5	Critical thinking was developed when teachers and speakers introduced new and/or challenging ideas that were contrary to community thought.	(-)
H11	Many of the Humanities discussions went over the heads of the students.	(2)

B. Allowing the students to identify with young, open, flexible, and talented teachers.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(2)
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(1)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(1)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(-)

Students

Questionnaires: November/April

#8 - Do you think your teacher understood people of your age?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
29	32	0	0	3	2

#12 - Was your teacher fun to be with?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	31	0	1	6	2

Students (Continued)

#13 - Would you rate your main teacher in the program as:

GOOD		EXCELLENT		SUPERIOR		OUTSTANDING	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
10	8	9	10	5	10	6	5

#15 - Did you like your summer program teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
26	30	0	0	5	4

#17 - Could your summer program teacher explain what you did not understand?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
22	18	0	2	10	14

#31 - Did the summer program help you in your relationships with your present teacher?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
8	5	16	15	8	14

#32 - Did your teacher make you feel like learning a lot on your own?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
14	11	6	5	12	18

Parents

Questionnaire:

#7 - Are you planning to sent your child to college:

63 - Yes
0 - No
14 - Undecided

Participant Observers (3 members)

Delphi		No. in Favor
2	The summer program was well conceived and staffed.	(1)
17	The instructors obtained the respect of the students.	(1)
18	The teaching staff should be integrated.	(1)
22	The teachers in the program met the students at their own level, and served as good models for the students.	(2)
25	The unstructured, undisciplined atmosphere of the program made it difficult to teach.	(3)
35	Teachers should be better trained and organized before the program begins.	(1)
46	The students easily identified with the teachers, even though they were from different environments.	(1)

C. Broadening the students' horizons with trips.

Interdisciplinary Team

No information gathered.

Students

Questionnaires: November/April

#11 - Do you feel the trips your group took were worthwhile?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
29	27	0	0	3	7

Students (Continued)

Questionnaire: August

#9 - Do you feel the field trips your group took were worthwhile?

YES	NO	SOMEWHAT
19	6	5

D. Providing a wide variety of sensory experiences through the use of a variety of materials of instruction in unique combinations.

Interdisciplinary Team (4 members)

Delphi		No. in Favor
31	Films were used to show that more than just entertainment can be drawn from them.	(1)
36	Class time should not be lost to externals such as movies, etc.	(3)
37	Home reading should be included in the summer program.	(1)
38	There should be more recreational activities such as debates, etc., in the weekly schedule.	(4)
44	The environment was suitable for learning.	(1)
H7	The students should be required to read and write.	(1)
H9	More effort should be made in the Humanities to involve the students physically.	(-)
H11	Many of the Humanities discussions went over the heads of the students.	(2)

Interdisciplinary Team (Continued)

Delphi

		No. in Favor
H13	The students could have been challenged more to "stretch their minds."	(2)
H14	The Humanities was the most difficult program to present.	(1)

Students

Questionnaires: November/April

#11 - Do you feel the trips your group took were worthwhile?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
29	27	0	0	3	7

#10 - Did your classmates behave well?

YES		NO		SOMEWHAT	
Nov.	Apr.	Nov.	Apr.	Nov.	Apr.
15	31	2	1	12	2

Parents

No information gathered.

Participant Observers (3 members)

Delphi

		No. in Favor
31	Films were used to show that more than just entertainment can be drawn from them.	(1)
36	Class time should not be lost to externals such as movies, etc.	(3)
37	Home reading should be included in the summer program.	(1)
38	There should be more recreational activities such as debates, etc., in the weekly schedule.	(2)

Participant Observers (Continued)

Delphi		No. in Favor
44	The environment was suitable for learning.	(2)
H7	The students should be required to read and write.	(1)
H9	More effort should be made in the Humanities to involve the students physically.	(1)
H11	Many of the Humanities discussions went over the heads of the students.	(2)
H13	The students could have been challenged more to "stretch their minds."	(1)
H14	The Humanities was the most difficult program to present.	(-)

E. Establishing a climate, reinforcing pupil originality with success to be demonstrated by:

(1) Increased willingness to talk about controversial subjects:

Interdisciplinary Team (4 members)

Delphi		No. in Favor
H1	The Humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(1)

Parents

Questionnaire:

#6 - I would like my child to attend college:

78 - Yes
0 - No
2 - Undecided

Participant Observers (3 members)		No. in Favor
Delphi		
H1	The Humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.	(1)

(2) Exhibiting signs of social action.

ANALYSIS OF CONTROL GROUP QUESTIONNAIRE RESPONSES OF PARENTS

Background. The control group's parent questionnaire was mailed out in November of 1968 to the parents of those students who had not attended the Project Opportunity summer program. A follow-up was made in December, 1968, with a total return of 38 (88.3%).

The instrument was designed to determine what were the aspirations of these parents for their children, and why these same children had not attended the summer program. The results of this survey can be seen in Table VII on the following page.

TABLE VII

ANALYSIS OF RESPONSES OF 38 CONTROL GROUP PARENTS' QUESTIONNAIRES

ITEM	RESPONSE	NUMBER	%
1. Would you like your child to attend college?	Yes	35	92.1
	No	1	2.7
	Don't know	2	5.2
	No response	0	0
2. Are you planning to send your child to college?	Yes	22	57.8
	No	4	10.5
	Undecided	7	21.2
	No response	4	10.5
3. Would you like your child to participate in the next summer program?	Yes	24	63.3
	No	10	26.3
	Undecided	1	2.7
	No response	3	7.8
4. Is your child planning to attend next summer's program?	Yes	16	42.2
	No	10	26.3
	Undecided	10	26.3
	No response	2	5.2
5. Do you think that your child would like to attend college?	Yes	30	78.9
	No	3	7.8
	Don't know	5	13.3
	No response	0	0
6. My child's not attending the summer program was:	My decision	2	5.9
	His/her decision	17	44.7
	Our decision	18	47.3
	No response	1	2.1
7. Did your child attend summer school two years ago?	Yes	16	42.1
	No	14	36.8
	Not in program	8	21.1
	No response	0	0
8. My child did not attend the summer program because:	Work	14	35.8
	No transportation	3	7.8
	No reason	3	7.8
	Baby-sitting	3	7.8
	Did not want to	2	5.2
	Other plans	2	5.2
	Other	11	30.4

Analysis. Items 1 and 2 relate to the parents' aspirations for the child's future educational activities. Item 5 asks the parents' opinion concerning the child's aspirations for advanced education.

Items 3,4,6,7,and 8 relate to attendance at the 1968 summer program, past summer programs and future summer programs. The results of the survey are limited to the truthfulness of the respondents.

It is apparent from the results that the level of aspiration for advanced education (Items 1 and 2) among control group parents is high. In response to the query whether they would like their child to attend college, 92.1% of the respondents said "yes." Only one parent said, "no." Two of the parents replied that they were "unsure." This item may also have a strong implication for group feeling in that everyone answered. When asked if the parents plan to send their children to college, 10.5% of the parents did not answer the item; 10.5% said that they would not, and 21.2% were not sure. In contrast, 57.8% stated that they were planning to send their children to college. It would appear that some conflict exists between Items 1 and 2, in that when it comes to making sacrifices for advanced education, there are some second thoughts about its value.

When examining the child's interest in higher education, a definite decline from the parents' 78.9% "yes," 7.8% "no," 13.3% "don't know," responses. This may, in part, be due to the low level of adult education in Nelson County, plus the lack of local employment requiring college training. Also, the realization and/or "feeling" that parents are not willing to support the venture may discourage high school students from thinking about attending college. The fact that a parent probably filled out the questionnaire may reflect the feeling that appeared in Item 2; that is, a negative attitude towards further education. The attitudes of the student control group towards further education are analyzed via another questionnaire.

The remainder of the Items relate specifically to summer program attendance.

Items 3 and 4 relate to the 1969 summer program. It is apparent that there is a greater desire among the parents for summer program attendance than among the students, as 63.3% of the parents answered "yes" to the question regarding their feelings about attending the next summer program. On the other hand, when asked whether the students would like to attend the summer program, only 42.2% of the parents answered "yes." This reduction may, in part, be explained by the fact that there is no summer program for rising seniors.

It would appear from the responses to Item 6, that there is a great deal of family planning, in that 47.3% responded that both parent and child worked out the decision not to attend. However, the students themselves were primarily interested in not attending, as is illustrated in the above statistic. Only 5.9% of the parents stated they made the decision on not attending the summer program. There appears to be a large number of non-attenders who are residual, in that 36.8% of that category did not attend the previous summer. This should be noted by the project leaders and some attempt should be made to get these people into future programs. The 21.1% not in the program may be, in part, accounted for by the eighth graders who are just beginning the project.

The reasons for not attending the program were varied, with work (35.8%) being the greatest explanation. This can be taken as probably necessary in a rural area where children are part of the labor force. Also, many may be earning money for school expenses, both high school and college. Since "no transportation" was one of the largest reasons given in the responses, it would appear that the project leaders should take this into account in future planning. No reason was given in only 7.8% of the cases. Baby-sitting was treated separately from work, in that there was no mention of the child being paid for this activity.

The small percentage of those just not wanting to attend, 5.2%, should be encouraging in that the program has a general appeal. Other plans in a few cases was noticeable in the younger students whose parents may not have been aware of the summer program when making vacation plans. Other reasons appearing only once ranged from "bible school" to "nerves."

Summary. Aside from the tabular presentation for each topical area, no attempt was made in Chapter V to interpret responses. The reader may note that some change in thinking occurred on the part of the parents and students from November to April.

Chapter VI deals with the overall interpretations of the material obtained from all of the questionnaires.

CHAPTER VI

FINAL ANALYSIS

Findings

The purpose of this study was two-fold: (1) it attempted to establish evaluative procedures which could be applied, not only to the eleven school systems and sixteen universities in eight southern counties involved in Project Opportunity, but also to other national projects designed to aid rural disadvantaged youth, and (2) it attempted to evaluate the Nelson County Project Opportunity 1968 summer program in terms of its stated objectives, in an attempt to possibly strengthen this fifteen-year program through the emphasis of significantly effective areas and possible readjustment of weak areas of the program.

The overall aims were:

1. To raise the level of aspiration for higher education.

2. To provide experience that the students would

not normally encounter in an effort to broaden their range of cultural interests and to aid them in related academic achievements.

3. To provide not only general experiences to all participants, but also to provide the following specific experiences:

A.) Fine Arts for rising 9th graders.

B.) Natural Science for rising 10th graders.

C.) Critical thinking and independent study in the humanities for rising 11th graders.

The findings of this study will be labeled, at best, nebulous, if you consider only the broad stated objectives of Project Opportunity summer program in Nelson County, Virginia, cited on the previous page.

The problems encountered by the investigators in evaluating these objectives were, that they were (1) too broadly stated, (2) not behaviorally stated, and (3) hard to measure.

As a result, the investigators of this study found it necessary to break down the broad objectives of Project

Opportunity in the very brief and more easily measured sub-objectives, as illustrated in Chapter V which contained the questionnaire results.

From the results of tests, there seemed to be a slight to moderate rise in vocational choice towards the professional level in all three groups.

Attitudes towards high school retention, however, remained approximately the same; perhaps, primarily due to the composition of the student population.

The greatest fluctuation occurred in college aspirations. All three groups demonstrated approximately a 50% attitudinal change towards college, with increased college aspirations (avg. 27%) slightly above a decreased college aspiration (avg. 19%).

In conclusion, the findings of this study were that the stated objectives of Project Opportunity could not be measured in the terms that they were stated.

Despite the fact that the investigators of the study found it difficult to evaluate the stated objectives of Project Opportunity in Nelson County, Virginia, it was possible to evaluate in broad terms some of these objectives.

For example, in terms of raising the level of aspiration for higher education, it was apparent that the program was at least tolerated, if not accepted by the community. The parents were releasing some of the children from work on their farms, and, in general, were prepared to host the program. This was particularly significant since the values supported by the instructional staff of the program are probably more liberal than those institutionalized in the local community. It is not likely that the parents of the students are unaware of the discrepancy.

The investigators also concluded that the second broad objective, that of providing experiences that the students would not normally encounter, in an effort to broaden their range of cultural interests and to aid them in related academic achievements was, at least, partly met; perhaps, in a negative way. The project, as it is now conceived, tends to undercut the local educational system. The teachers are drawn from outside the community and there seems to be little, if any, liaison with the local faculty. In terms of long-run aims, this is probably an error. It would be more difficult initially and require more compromises to work for the local educational system. For the long-run benefit, it is necessary for the regular teaching staff of the community to interact for the program. Additionally, it would be difficult to evaluate the overall success of the program's special experiences in aiding the participant student in related academic achievements, since this evaluation was on such a short term basis.

The third broadly stated objective of the Project Opportunity summer program in Nelson County, Virginia, was obviously met. A Fine Arts Program was provided for rising ninth graders, a Natural Science Program for rising tenth graders, and critical thinking and independent study of the Humanities for rising eleventh graders.

In conclusion there is much to be found that is good with the summer program in Nelson County, Virginia, for the year 1968. As has been stated in other sections of this research document, the students were exposed to young, enlightened, and energetic teaching. Additionally, the students were exposed to varied activities not normally encountered during the regular school routine. For example, field trips, living at a college for a week, and less formalized classroom instruction, along with topics of discussion which would probably have met strong resistance during the regular school year. As revealed in the questionnaire, Participant Observational results, and Interdisciplinary Team responses, there is much good in the program when it related to summer school teachers and students. It was suggested by the investigators that the administrative deficiencies, or possible deficiencies, as noted throughout the evaluative report could be rectified with some small effort, while retaining the vigor inherent in the actual classroom situations.

If one were to ask for a concise, overall conclusion, in reference to the 1968 summer program in Nelson County, Virginia, it would have to be a positive approval. It was felt by the investigators that the administrative problems did not outweigh the inspired teaching, the active participation, and involvement of the students in new experiences that they encountered. It would be negligent not to point out, however, that perhaps the mere fact that this specific summer program was being evaluated had some effect on the program itself. One cannot discount the possibility of the Hawthorne effect, and perhaps creating better teaching, better student responses, more adept administrative decisions, and more opportunities being presented to the students that particular summer. It was stimulating for the investigators to see, in a remote section of this nation, students being presented with experiences that far surpassed the normal, with encounters of a unique nature, both in and out of the classroom.

As originally stated in the proposal for this federal project, the actual evaluation of Project Opportunity in Nelson County, Virginia, for the summer of 1968, was only one-half of the overall objectives of the investigator. The other half lends itself in the area of actually devising a method of evaluation for a program of this nature and other similar programs. As the research progressed, it became even more apparent that perhaps the most significant outcome of this research would not be the actual evaluation of the Project Opportunity summer program, but rather an evaluation of the evaluation procedures themselves. Hence, the remainder of this chapter will be devoted to a general estimate on the part of the investigator concerning the overall aspects, as well as the specific aspects of the evaluative procedures used in this research project.

Conclusions

Evaluative Procedures

The following conclusions are in reference to evaluation methods, in an attempt to provide insights for future studies of this nature. The evaluative methods discussed are: (1) participant observers, (2) testing, (3) Delphi Method, utilizing the interdisciplinary team, (4) interviews, and (5) questionnaires.

Participant Observers. The daily anecdotal observation and final reports of these three people proved to be of the utmost importance in the overall findings of the study. The observers found that their understanding of the situation changed as the summer school progressed, enabling the observers to become more specific. They found that extensive note taking was not feasible for the first few days because it disturbed the naturalness of the situation. During that time, they jotted down significant key words in an almost imperceptible manner. The students and teacher adapted rather quickly to the observers' presence and acted normally. The teacher and students did not seem to be affected by the presence of the observer as long as the observer took care to be unobtrusive and not to give the people observed the feeling that they were being judged.

The significant aspect of their contribution to the study is that they were able to record behavior as it occurred; therefore, they were able to project their observations and findings in an objective manner. It is strongly recommended that other evaluation designs use participant observers who are not directly involved in the program to be evaluated, as well as being trained in anecdotal observations.

Testing. It is the opinion of the investigators that the testing aspect of the evaluation, while perhaps adding scholarly aspects, does not present a positive contribution to an evaluation of a program such as Project Opportunity in Nelson County, Virginia. The major problem was found to be the relevancy of the selected tests. It is particularly difficult to test attitude and self-concept changes (if any) over a short period of time. It is recommended that if tests are to be included in future evaluations of this nature, that extremely careful test selections be made. Additionally, it is recommended that pre- and post-test designs be used over longer period of time, i.e., at the beginning of the students' freshman year and at the conclusion of their senior year.

Delphi Method Utilizing the Interdisciplinary Team. The major problems in obtaining the assistance of consultants in a rural area are availability and expense. The Delphi Method solved these problems to a great degree. After on-the-spot personal evaluations by the Team, the investigators of this study followed up with Delphi Questionnaires. It is strongly recommended that future evaluations attempt the Delphi Method. Furthermore, it is suggested that the maximum number of personal Team visitations be made, and that the evaluation leaders keep the Team current through the use of newsletters, etc., concerned with ongoing aspects of the program that is being evaluated.

Interviews. The interview portion of the study design afforded the investigators ample opportunity to establish personal contacts with involved people in the community in an informal setting. While the interviews were quite time-consuming, the investigators strongly recommended that future evaluative studies utilize the interview as an integral part of their design. It was felt that one of the most desirable aspects of the interviews was the community and parental contact.

Questionnaires. In general, the information gained from questionnaires proved useful. However, the questionnaires could have been more adequately constructed. It was discovered later in the study that the parent and student questionnaires contained repetitious material and also neglected significant developmental areas. These mistakes probably resulted from an attempt to keep the forms concise. On the other hand, it was felt that the Delphi Questionnaires were rather complete. It is recommended that properly constructed questionnaires be considered for use in future studies of this nature. The evaluative elements used in this study are listed by the investigators according to their overall contribution to the summer program - (1) Participant Observers, (2) Delphi Reports, (3) Interviews, (4) Questionnaires, and (5) Testing.

Additionally, it should be stated that the investigators of this study feel that the above elements were all important elements of the design, and that any stated deficiencies were a result of inadequate preparation and/or procedures. The study design's most significant element was the relative objectivity of the personnel involved, which resulted from the study design's structure. It would appear that many evaluation designs contain a great deal of subjectivity emanating from people involved in the program being evaluated. It was felt that this evaluation design error was eliminated in this study. Plans for the evaluation took place simultaneously with the plans for the actual summer school.

The investigators feel that an evaluation of a summer school program must begin in the early planning stages of a program proposal, and should conclude after a rather lengthy follow-up. To begin evaluating after the completion of a project is exceedingly difficult, if not unrealistic. Both quantitative and qualitative evaluation have a role to play, since many aspects of human behavior cannot be quantified, and it is not feasible to describe satisfactorily all of human experience on a qualitative basis. Any innovations in evaluative procedures which yield definitive, objective information that illuminates rather than confuses should be implemented.

1968 Summer Program

In reviewing Project Opportunity summer program, one must realize that one of the major objectives of an educational program, the acquisition of factual knowledge, has not been an objective of the summer's work. The academic skills that we normally associate with education, such as reading and writing ability, should be left to some other program so that students may overcome the verbal barrier to college success. The program is not meant as a continuation of the school year, but should remain a unique experience, primarily one which provides the opportunity for students to encounter ideas, people, and situations which they would have little opportunity to deal with during the regular year.

Through the information received from members of the interdisciplinary team, participant observers, teachers, and sixty (60) student-interviews, it is obvious that a philosophy did prevail which succeeded in enlightening and broadening the students. From the responses received it appears that the students did increase their concept of the world outside their immediate environment, with many of them being helped in organizing their ideas about college and a possible career.

However, more could have been accomplished if students would have been a bit more involved. For example, over 50 per cent of the participants in the Humanities group did not complete the required reading material. Therefore, they lacked a background which would have aided them in appreciating class discussions and, thus, missed an opportunity to gain new insights. In such a situation, the teacher faces a dilemma. How should he get students to read the outside work which class discussion is based upon and yet not make it seem like the "drag" of the school year? In such situations, the utmost skill must be employed by the teacher to motivate the students to read by making this a necessary prerequisite to meaningful class discussion and participation.

It may have been the inexperience of the teachers which led to this looseness in class procedure and occasional improper use of materials. It has been estimated that in the Humanities program, teacher-directed activities were used approximately 25 per cent of the time.

Perhaps there are some alternative organizational procedures which could make the summer's work more orderly and cohesive and yet keep the classes informal, student-centered, and idea-laden as they have been. For example, a master teacher with a number of years of experience in the specific field could head each group. This teacher would be responsible for planning and coordinating each program and would also be involved with the counseling of the inexperienced teachers in any problems which may arise. We would then have the influence of a mature, experienced teacher, knowledgeable in classroom procedure and the characteristics of students. However, the student would still be in direct contact with young, dynamic, open-minded teachers with whom the student can interact and identify and who can offer insights into current college life.

This increased organization should also carry over to the field trips with the initiation of an orientation prior to each trip. Perhaps this briefing could be the responsibility of the participants themselves, with different groups giving the presentation. Perhaps the Monticello trip would have been more meaningful if the students had had a better understanding of the life of Thomas Jefferson.

If at all possible, all the participants should be in the same school to increase efficiency and enhance group spirit.

In the interview of Humanities students, it is clear that a great deal of interaction occurred during the summer, with the students having a much closer relationship with each other than they had during the regular year. However, many felt that the required readings were a bit advanced. It is felt that the teachers should start this program with more concrete ideas and gradually progress to abstract principles.

The nature study approach to science has many fine points. The students are out of doors, observing nature rather than books, and they are receiving insights into the inter-relationship of organisms to each other and to their environment. Also, this approach gives them a background in the concepts upon which conservation measures are based. An alternative approach, which might give the students a better appreciation of what science is and how scientists work, is the student project approach. Through this method, a student works on a project with the teacher assisting him. There are many of these projects described in such publications as "Biological Investigations," published by Holt, Rhinehart and Winston, and a list compiled by NSTA. This inquiry approach is becoming more prevalent as a method of having the student gain an appreciation of scientific thought and process.

It is felt that greater interest could have been fostered in the music section of the arts program if the students had been taken from where they were in their appreciation. Perhaps they could be shown how modern music has been influenced by classical music. For example, the Beatles have recorded an album based upon Baroque music which has received wide acclaim by music critics. The students in the arts group had great admiration for their teacher, and she noticed their increased tolerance of each other and an appreciation for each other's talents. They also took a more open attitude toward new things about them. It is felt that more emphasis could be placed on developing more appreciation of art from an aesthetic point of view.

One of the major occurrences of this program was the closeness which developed between student and student, and between student and teacher. This interaction led to a much more relaxed and open approach to controversial ideas and students voiced the opinion that they were more willing to discuss these ideas under this informal situation. To foster this attitude ever further, teachers and students should have the chance to interact in both informal and organized situations. This can best be accomplished by having the students and teachers, for the first week, housed at a camp or college where many daily and evening activities can be organized.

Perhaps the best way of collating the recommendations and conclusions of this research project into the most comprehensible terms would be to examine the educational implications of the study.

Educational Implications

The educational implications of the study may be summarized as follows:

1.) It is extremely difficult to evaluate any program when the overall objectives of the program are broadly stated and ill defined. It is suggested, and not an original suggestion, that all aspects of education pay particular heed to creating objectives that are both behaviorally stated and measurable, in order to enhance any evaluation of a specific program.

2.) It was found by the investigators that the summer program in Nelson County, Virginia, did provide for unique and special experiences that could enhance the educational, personal, and cultural growth of the involved students.

3.) It was found that the use of impartial and objective participant observers as a part of the evaluative design proved to be a significant contribution to the evaluative procedures.

4.) It was found that the use of the objective, well-informed interdisciplinary team did provide a positive contribution to the evaluative design.

5.) It was found that the questionnaire results did provide some insights into student and parent thinking and opinions concerning this program; despite the fact, as in most questionnaire studies, the questionnaires could have been better designed.

6.) It was found that the test used in evaluating the summer program and the results derived therein should be viewed with skepticism. This finding resulted primarily from the fact that it was determined by the investigators after the evaluative design was put into effect that special tests should have been created, geared to this specific group of students and the environment in which they lived.

7.) The major drawback to the evaluative design was its length. In order to determine any long-lasting effects, or possible effects contained in the summer program, a study of the more longitudinal nature would, of necessity, have to be taken.

Therefore, it is the recommendation of the investigator of this study that other studies of this nature be undertaken, combining the more positive aspects of this evaluative design, which include - the use of participant observers, the use of an interdisciplinary team, and the use of well-constructed questionnaires, as well as the use of specially constructed tests.

It is the sincere hope and desire of the investigators that this evaluation will be of some value to those responsible for the planning and evaluation of future summer school programs.

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APPENDIX A

FINAL EVALUATION - FINE ARTS

The summer program has been an experience for me as well as for the students involved. I think the first thing that impressed me was the apparent organization or the program.

In Fine Arts, the classes started at 8:30 a.m. and continued smoothly until 12:30 p.m. One of the reasons for the smoothness of the program was that bells rang and a regular schedule was established by the teachers. Time was utilized almost fully in the program. One of the reasons time was used so fully was that the three teachers in the program were so enthusiastic, very well versed in their area, and were there in hopes of doing a good job. They all planned out their long term plans, plus they planned very thoroughly, day by day.

By the end of the five weeks, all three teachers had accomplished almost all of their aims. Alice Bryant (music) most thoroughly accomplished her aims as set out in the objectives. Lorna Stone also followed her original objective well. The only one who did not do as she planned was Sandi Edmonds (drama). There were two reasons for this; (1) The kids did not want to read the plays Sandi had picked out for them. (2) The play, as time went on, took over more and more time.

One of the things that added to the program was the enthusiasm of the kids. The enthusiasm differed from group to group, but it was there in each group. In music, the majors were quiet and very well-behaved. You could tell that they enjoyed the class by their eagerness to help Alice, and by their faces when they practiced or listened to music. They did, however, have a tendency to let their thoughts wander. Often, when I was in that class and Alice would question them on a record they had just listened to, they would look blank; however, on the whole, they seemed to have learned a lot about notes, scales and composers.

The colored girls who were so quiet in the beginning, really came out in the program - Lila Morse, Peggy Jones, Diane Morse, and Diane Woodson. By the night of the play, they were really part of the program and as involved and enthusiastic as any one else.

Outward enthusiasm showed through most clearly in the art and drama majors. The art majors were always well controlled, but the drama majors got out of hand at times. This was due to a few things - the art majors were always busy with their hands and always had something to do; plus, Lorna was always working with them and advising them.

The drama class, however, was even more informal because their work revolved around work on stage, and sometimes the kids were just sitting around. Nevertheless, I never saw them out of control until play rehearsal began. During construction periods when the drops were being painted and stuff being built, the kids were hard-working and did not fool around. Throughout rehearsal during class time, the kids would fool around backstage, making rehearsal almost impossible. The kids were great when they were working or occupied, but terrible when bored. Sandi was not a rigid disciplinarian with them because she wanted the play to be a full and fun experience. She wanted to be like her director who never lost his temper. She was amazing - she never lost her temper, but she did, at times, get hurt or disappointed when the kids did not cooperate. Only once, did she cancel the rehearsal out of frustration, and then, the kids apologized immediately.

The students admiration for the teachers was proven by the fact that five or six kids came back after the program had ended to help the teachers clean up.

As far as attitudinal changes go, it is impossible to see them clearly; yet, the kids did learn to work in groups well and to cooperate with other students. I also think they became more tolerant of each other and more appreciative of each others' talents. They did appreciate the trips - they did and saw things that they had never seen before - museums, opera, and a musical. Certainly, their minds and eyes have been opened to new things.

As far as criticisms go, I think the assemblies were a good idea; however, they were only partially successful. They were set up to give the students a history of art, music, and drama, from Ancient Times through the Twentieth Century. The teachers certainly knew their material and had many slides and pictures; but, the assemblies lasted from one-and-one-half to two hours and the kids were usually bored, tired and restless after forty-five minutes. The auditorium was always hot and stuffy. All of the teachers realized the problem, but could not find a way to remedy it. Maybe two or three assemblies a week would be the answer. Or, maybe, art and history could be on one day; music the next: and then drama. (The play was the culmination of the program.)

I feel the play was a worthwhile and rewarding experience for the kids - all three groups were involved. The music students did all the music and singing; the art kids did the drops; the drama kids did the acting; plus, everyone was involved on committees such as, publicity, costumes, and stage crew. Thus, all the kids interacted and participated in all three phases. After the play was over, everyone had a feeling of accomplishment. Everyone participated in the play and, thus, got the experience of a play and how a play is put together. The play was a wonderful way to end the program.

Parents and friends all had a chance to admire the products of the project. Besides the play, the art students had an exhibit of their 20-cent art projects, and the music class played their jug and bottle band and sang. It was a fine way to show what they had learned and to show how they worked as a group. All are looking forward to next summer.

If I had it to do over (my observation), I feel I would do it pretty much the same way. By not being a teacher's aide and by not participating in student activities, I was free to wander through any one of the three classes. I was accepted by the kids and had a good relationship with the teachers. I think the answer to getting along with the teachers was, I listened to them and never pressed them or offered unwanted advice. I only gave advice when I was asked. No one seemed to be bothered by my taking notes.

Also, I think it was a good idea for us to dress informally. If I had known what I know now about my job, it would have been much easier. If it is done again, it will be much easier and less confusing.

Kathy Lockwood

FINAL EVALUATION - NATURAL SCIENCE

The general objective for the Natural Science Exploration program was "to explore the natural surroundings of Nelson County using the scientific method." These natural surroundings were used as a springboard to natural science exploration in general. From the county, the program moved to other areas of the state and nation through visits, movies, and discussions. In meeting this goal, and their own individual goals, the four science teachers used class lectures, discussions, lab work, individual and group projects, movies, and field trips. The emphasis, however, was on discovering and exploring the natural resources of Nelson County.

The objectives submitted by the four individual science teachers form the real foundation for the science program. These objectives make up the class outline and course of study:

1. To show students growing need for public supplied areas, and to show related advanced

studies they might follow to fill the need for the public.

2. To promote an awareness of wildlife; present basic framework of fundamental wildlife principles and their application; to encourage an enthusiastic appreciation of wildlife in Nelson County.

3. To acquaint students with basic procedures of aquatic life study, with emphasis on reasons for interest in the field. A review of importance of biological study will be basic to approach of subject matter.

4. It is intended that students in forestry ecology shall become aware that trees exist individually, in grace, beauty, and dignity; collectively, as an integral part of a dynamic community of interrelated plants, animals, and other physical factors, all of which can, under wise management, serve man for the betterment of his lot.

All of these individual objectives were met. If one were to judge the program on whether these objectives were met or not, then the science could be nothing but a success.

The science teachers were all well prepared and enthusiastic about their respective areas. It was surprising to learn that they had all been hired as general science teachers, then told later exactly what they would be teaching. It is evident that they were hired with their areas in mind

3

because their training had been, or was, in their particular areas.

The science program was evidently planned and set up by people at VPI (the coordinator works at VPI). The program was well organized and each of the teachers knew exactly what he was to "teach" and accomplish. I have wondered if the individual objectives they each turned in weren't, perhaps, also worked out by the coordinator, rather than by the teachers themselves. Whatever the case, the goals were clear-cut, basic, and realistic, and they were reached.

The students were given an experience they wouldn't otherwise receive during the academic school year. They had the opportunity to work in small groups and become more personally involved in their work in science. Instead of working from a textbook, they were told (or discovered) certain facts and then helped - collectively or individually - to draw certain conclusions about the material or field with which they were working. In addition, they were exposed to teachers who met them on their level, and who should have served as good models. These things made the program a success -- not necessarily what they were studying.

The four individual groups each had their own short jaunts around the county, with the exception of one trip to a game preserve. All four groups joined together for the longer field trips. The groups usually combined for movies, as there was something in them that could be applied to the individual areas. Class lectures and discussions were in individual, isolated areas.

It's only when one observes the smaller organizational details that problems crop up. One of the main problems that most teachers had was in defining their own roles. The summer program was to provide experiences not encountered in the regular school year. Many times it seemed to boil down to providing a fun-and-games experience, with learning as a hopeful outcome. It's difficult to teach in a totally unstructured, undisciplined atmosphere. Most of the teachers tried to establish a give-and-take atmosphere and to assume the role of someone who merely knew a little more and was willing to share that knowledge, rather than be a "teacher" in the strict sense of the word.

Another difficulty was defining the role of the students involved in the summer program. Student reasons for being in the program seemed to be, not necessarily to learn, but rather to have a good time. The teachers were then all concerned with holding student interest. It's difficult to teach something factual, be entertaining, and still maintain interest for three to four hours daily, for five weeks. For this reason, if any of the teachers failed to hold 100% interest, or to motivate (to use an overworked word), then I don't feel that the fault lies entirely on their shoulders. The program, at the adminstrative level at least, just didn't seem to be well defined along the lines of whether the summer session was to be a "summer school" or just what.

Being in the summer program was strictly on a volunteer basis. Many students admitted to being there because it was the thing to do; they felt they should attend because it gave them the opportunity to be with friends, and there was really nothing else to do in the county. Some students signed up to attend, then never showed up. How accurately did the science students sum up the program when they said they saw it as "fun and games, and go!"? (This came up in an evaluative session held with their teachers at the end of the program.)

Attendance was also on a volunteer basis. No attendance records were kept. Students were in and out of the program for a variety of reasons, besides just not wanting to go. Some left to attend church or 4H camps; others worked at home; some started out in the program then left. (According to her mother, one girl left the science program after 1-1/2 weeks because she was "all girl" and not interested in science.) Some teachers did keep close tabs on their individual students, but no official attendance standards were set up.

The session day was from 8:30 a.m. to 12:30 p.m., yet the only group which kept those hours was the Fine Arts group. The other two lost sometimes close to an hour traveling back and forth from one school to the other. It was at least 9:00 a.m., sometimes as late as 9:30 a.m., before the students arrived and classes got started. These same students had to be dismissed at 12:10 p.m. in order to get back to the high school for busses home. Once back there, they had to stand around outside until the summer school and Fine Arts groups were dismissed. The science teachers were of the opinion that everything would have run more smoothly, had everyone had the same home base - transportation for field trips, equipment, etc.

Transportation was quite a problem for small science field trips. Longer, larger trips could use the school busses, but for short trips around the county they had to rely on individual cars. If these short trips are to continue, then some better organized means of transportation must be worked out.

The students had all, at least, been exposed to conservation practices, etc., because of the nature of the county. So, perhaps, much time was wasted on this topic. Much of the general scientific information the classes dabbled in was repetitious; the drawing of conclusions, however, was not.

The four science teachers were concerned over the sequence of general areas in the program. Three definitely felt that science would fit in the scheme of things in a more worthwhile way if it came after students had had some formal science study, i.e., biology in the 10th grade. They felt then they would have to spend less time with basics, and be able to jump right in with their individual studies.

The teachers were also concerned whether students should stay in one group the entire time or be exposed to all four areas of study. One major objection to switching was that there was not time in four or five weeks for each student to have received adequate experience in all four areas. If students were to switch, the program might find itself with more problems than it started out with - timing, scheduling, transportation and organizing small field trips, etc. At any rate, it was felt that the students would receive a broader background if exposed to all four areas.

While the summer program did provide a wider range of experiences for the students and expose them to different cultural and educational areas, and bring them into contact with people with a wide range of experiences different from their own, I feel that much needs to be done in the way of defining specifically what the summer program is to be. Is it to be like "summer school" or like a fireside chat? Students need to be better oriented to their role as participants in the program and also to their responsibility to it.

Judi Hudnall

FINAL EVALUATION - HUMANITIES

In this evaluation, I took pains not to repeat at length, specific suggestions and observations mentioned in my other reports. There are two main sections, called: "What was done well" and "What needs to be done."

What Was Done Well

Teachers promoted social action in the community and school, e.g., re-integration, gun control, effective student government, and the proposed teen center.

Critical thinking was developed when teachers and speakers took positions that challenged the community habits of thought; movies were also selected toward this end. In a bus discussion of conservative politics, RR made a point to Harry Powell (the arch conservative who must have adopted his father's positions and reasoning completely). Harry said to himself, that was a good argument and there's got to be a good answer to it, but I can't think of any.

Students gained an appreciation of philosophical thinking and problems (though not under that heading).

The trips were unquestionably broadening and exposed the students to a more dynamic life (which probably further encouraged them to leave Nelson County).

There were college-type experiences; e.g., the Richmond Hotel for a time was like a college dormitory with bull sessions and hootenannies.

The students were shown that more can be derived from a film than mere entertainment.

Class discussions were invariably lively and touched on sacred cows.

What Needs to be Done

The negro community should be given greater participation and encouraged in this. For instance, there should be more negro students and perhaps some negro teachers.

Perhaps the regular high school staff should be introduced into the Project as observers or teachers. As it stands, there will be a marked contrast between methods used this summer and during the regular school year. A permanent teacher in the summer program could offer the benefits of his experience. Care would have to be taken that he did not relapse into old and tired methods, however.

Teachers should have more time before the summer starts to organize, order, and secure the materials they will need.

The students should leave each day with a definite feeling of accomplishment, being able to state verbally just what had been done. There were too many passive days this summer.

The session could profitably be extended an extra week. Less time should be used for orientation.

Since early marriage is probably the factor that will defeat most plans for college for the girls, and the draft for the boys, specific counselling should be given on how to include an education in these circumstances.

The program seemed to be dominated by externals such as movies, trips, and speakers which not only interrupted class continuity (I had the feeling that some teachers welcomed the chance to over-discuss a movie to fill in unplanned-for time), but left the impression that class time was subordinate in value.

There should have been better and earlier promotion of side, optional trips, e.g., to University of Virginia, to see "The Firebugs" production.

More use of visual and audial aids should have been made in the classroom; such were always appreciated when employed. Also, the chalkboard could have been used more often.

Teachers should be more prepared and schedule their allotted classroom time (perhaps even asked to use lesson plans, although these are anathema to many teachers).

Teachers should preview films and be prepared to discuss the films and speaker topics in advance (then the students might do a little outside reading and be able to frame intelligent questions for the speakers).

Teachers should keep attendance records and contact absentees to inform them of what has been missed and learn the reason for absence.

Better use of time should be made on trips, expecially the camp-outs. If not formal instruction, then closer association with the students should be the order of the day.

In general, teachers should get to know their students' educational plans; why the reticent ones do not participate, etc. Much of this could be done on daily, as well as longer, bus trips.

A certain minimum of home reading should be expected of each student, possibly from a list tailor-made for his interests by the teacher. The student could keep a record of how many pages (from which books) he read and, also, maybe a list of vocabulary learned.

The classes should actually finish the books given out as texts.

There ought to be time devoted to more recreational activities in the weekly schedule; say for clubs of various kinds like debating the (never published) newsletter, time for band practice (so it won't have to be done furtively or on class time), etc.

A location ought to be arranged so that one-half hour at the beginning and end of each morning would not be wasted in bussing.

Breaks should be less frequent, shorter, and probably simultaneous for all the classes.

Classes should have more manual activity, e.g., operating the video-tape machine, drawing, etc.

Even though flexibility is desired, a short humanities meeting might take place each morning right after disembussing (which would give the students a definite destination and avoid confusion) to take care of any business, announce daily and weekly schedules, collect parental permission slips, get student reactions and suggestions, and have class representatives give reports of their class' activities and accomplishments.

The students should prepare some of the programs, introduce the speakers, and stage the debate.

A gradually accumulating scrapbook should be kept and on view to the students throughout the summer.

There ought to be a summer program for rising twelfth graders, centering specifically around applying to colleges, visiting campuses, etc.

William H. Friedman

APPENDIX B

DELPHI

Please place the number which seems to you to be most appropriate after each question:

1. strongly agree

2. slightly agree

3. disagree

4. no comment

Space has been provided for any comment you may have. Please feel free to use the back of questionnaire if you so desire.

1. In the last analysis the success of the summer program will be in how many more students aspire a college education.

2. The summer program was well conceived and staffed.

3. Attention should be given to supplementary materials so that they aid in the instruction, but do not replace the teacher.

4. If the two-location operation is continued a director should be assigned to each location.

5. The program should be centralized in one school building for better control.

6. The classrooms seemed adequate.

7. More attention should have been paid to class attendance.

8. There was too much flexibility.

9. The program lacked somewhat in logistical organization, which prevented maximum instructional time.

10. The goals of the summer program should have been more specific.

11. Academic skills should not be emphasized because of the short duration of time in the summer program.

12. The summer program as presently established tends to undercut the current educational system, due to the lack of contact with the regular school teachers.

13. Parallel programs should be established so that the college graduates from the program can be reabsorbed into the program.

14. The casualness of the classroom in no way detracts from the work being done.

15. Methods should be established to evaluate progress of the students other than through observation.

16. The major objective of the program, preparation for college, was achieved.

17. The instructors obtained the respect of the students.

18. The teaching staff should be integrated.

19. Black and white students associated in an almost ideal atmosphere.

20. The regular school staff and community should be more aware of what is happening in the summer program.

21. The summer program instructors seemed to have more liberal views than those held by the community at large.

22. The teachers in the program met the students at their own level, and served as good models for the students.

23. The teachers had trouble defining their roles in the summer program; whether they were to be real teachers or just good people.

24. Too much of the program was devoted to providing fun and games, with learning as a hopeful outcome.

25. The uninstructed, undisciplined atmosphere of the program made it difficult to teach.

26. The role of the student should be more clearly defined in the summer program.

27. The whole program should be defined as to whether it is a regular summer school or something else.

28. Volunteer commitment to attend the summer program and volunteer attendance kept the summer program from being a success.

29. Too much time was lost in travel between the two schools.

30. The experience of the summer program exposed the students to a new and broadening way of life.

31. Films were used to show that more than just entertainment can be drawn from them.

32. The Negro community should be drawn into the program in more ways.

33. The regular staff should be drawn into the program more to develop a closer relationship between the summer program and the regular school year.

34. A summary period should be included at the end of each day to evaluate the activities and learnings of the day.

35. Teachers should be better trained and organized before the program begins.

36. Class time should not be lost to externals such as movies, etc.

37. Home reading should be included in the summer program.

38. There should be more recreational activities such as debates, etc., in the weekly schedule.

39. The freedom of the program brought out a willingness to work and to assume responsibility.

40. Generally the students were enthusiastic about the program.

41. Working together made the students more tolerant of one another.

42. The Negro students came out more as the program went along.

43. The students appeared to be enthusiastic about the program.

44. The environment was suitable for learning.

45. The participant observers seemed to fit in satisfactorily with the students and teachers.

46. The students easily identified with the teachers, even though they were from different environments.

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1. The Fine Arts program was well organized and ran smoothly.

2. There was too much project work in the art class and not enough emphasis on methods.

3. More emphasis should be placed on aesthetic qualities of art.

4. The assemblies (Fine Arts) were too long for the students.

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1. The Science program could be improved by introducing concepts of research, experimentation and question asking.

2. The Science program dealt mainly with observational activities.

3. Students should be challenged to explore all possible approaches to the world.

4. The intellectual development of the students is limited because they are not required to conceptualize, generalize, and hypothesize.

5. A nature trail would be a good project for the Science classes.

6. Formal study in the Science should be undertaken before taken up in the summer program.

1. The Humanities program will be a great help in increasing their interest in ideas and shaking them loose from some of their bigotries.
2. The Humanities program could be improved if the teacher rotated each week.
3. There was too much confusion and movement in the hallway for the Humanities classes.
4. Topics were dealt with in too superficial a manner.
5. Critical thinking was developed when teachers and speakers introduced new and/or challenging ideas that were contrary to community thought.
6. Students gained an appreciation of philosophical thinking and problems in Humanities.
7. The students should be required to read and write.
8. If the Humanities program is continued more effort should be made to obtain experienced teachers in the field.
9. More effort should be made in the Humanities to involve the students physically.
10. Expecting rising juniors to think about abstract things is asking too much.
11. Many of the Humanities discussions went over the heads of the students.
12. The Humanities program should be omitted.
13. The students could have been challenged more to "stretch their minds".
14. The Humanities was the most difficult program to present.

APPENDIX C

(AUGUST)

GENERAL QUESTIONS

1. Do you feel that your participation in the program has broadened your outlook?

   yes___ no___ somewhat______

2. Are you interested in further pursuing your area of study?

   yes___ no___ somewhat______

3. Do you feel the time spent in the program this summer was used to its best advantage?

   yes___ no___ somewhat______

4. Do you feel you have benefitted from the summer program?

   yes___ no___ somewhat______

5. Do you feel this summer program has better prepared you for college?

   yes___ no___ somewhat______

6. Do you feel you got out of the program what you expected? In what ways?

   yes___ no___ somewhat______

7. Do you feel you will be able to apply what you have learned during this summer program to the next school years?

   yes___ no___ somewhat______

8. Do you plan to participate in future summer programs if possible?

   yes___ no___ somewhat______

9. Do you feel the field trips your group took were worthwhile?

   yes___ no___ somewhat______

10. Do you feel that the films shown in your group aided in your understanding of your area?

    yes___ no___ somewhat______

11. Do you feel that you participated as fully as possible in this summer program?

    yes___ no___ somewhat______

12. Did the summer program hold your interest as fully as you expected?

yes___ no____ somewhat_____

13. Do you feel that the program was relevant to you as a resident of Nelson County?

yes___ no____ somewhat______

14. Do you feel the program has brought you to a better understanding of either Fine Arts, Natural Science, or Humanities? In what ways?

yes___ no____ somewhat______

not at all____

(NOV.-APRIL)

____
Name

To Be Answered by 9th 10th, and 11th Grade
Project Opportunity Summer School Participants

CHECK THE RESPONSE WHICH BEST FITS YOUR FEELING ABOUT THE SUMMER PROGRAM:

1. Do you feel the time spent in the program this summer was used to its best advantage?
____Yes ____No ____Somewhat

2. Are you interested in further pursuing what you studied during summer school?
____Yes ____No ____Somewhat

3. Do you feel you have benefited from the summer program?
____Yes ____No ____Somewhat

4. Do you plan to participate in future summer programs?
____Yes ____No ____Somewhat

5. Do you feel you will be able to apply what you have learned during this summer program to the next school years?
____Yes ____No ____Somewhat

6. Did the summer program hold your interest as fully as you expected?
____Yes ____No ____Somewhat

7. Do you feel the program has brought you to a better understanding of either Fine Arts, Natural Science, or Humanities?
____Yes ____No ____Somewhat

8. Did you think your teacher understood people of your age?
____Yes ____No ____Somewhat

9. Do you feel you got out of the program what you expected?
____Yes ____No ____Somewhat

10. Did your classmates behave well?
____Yes ____No ____Somewhat

11. Do you feel the trips your group took were worthwhile?
____Yes ____No ____Somewhat

12. Was your teacher fun to be with?
____Yes ____No ____Somewhat

13. Would you rate your main teacher in the summer program as
____Good ____Excellent ____Superior ____Outstanding

14. Do you think the organization of the summer program was
____Good ____Excellent ____ Superior ____Outstanding

15. Did you like your summer program teacher?
____Yes ____No ____Somewhat

16. Do you feel this summer program has better prepared you for college?
____Yes ____No ____Somewhat

17. Could your summer program teacher explain what you did not understand?
____Yes ____No ____Somewhat

18. Did the summer program provide you with skills and/or knowledge which have been of help to you during the regular school year?
____Yes ____No ____Somewhat

19. Do you feel that the films shown in your group aided in your understanding?
____Yes ____No ____Somewhat

20. Do you feel that you participated as fully as possible in this summer program?
____Yes ____No ____Somewhat

21. Do you feel that the program was relevant to you as a resident of Nelson County?
____Yes ____No ____Somewhat

22. Did your class sometimes become very excited?
____Yes ____No ____Somewhat

23. Did the other students like your summer program teacher?
____Yes ____No ____Somewhat

24. What is your overall appraisal of the summer program?
____Extremely valuable ____Valuable ____Some value ____Little Value

25. If you had it to do over again, would you attend summer school?
____Yes ____No ____Somewhat

26. Are you interested in continuing to study the subjects covered in summer school?
____Yes ____No ____Somewhat

27. Would you rate the level of difficulty of your summer program course as
____Much too hard____too hard____about right____too easy____much to easy

28. Did the summer program help you to develop a hobby?
____Yes ____No ____Somewhat

29. Did the summer program help you in your relationships with other pupils?
____Yes ____No ____Somewhat

30. Did the summer program help you to understand people who come from a background different from your own?
____Yes ____No ____Somewhat

31. Did the summer program help you in your relationships with your present teacher?
____ Yes ____No ____Somewhat

32. Did your teacher make you feel like learning a lot on your own?
____Yes ____No ____Somewhat

33. Do you plan to attend the summer program next year?
____Yes ____No ____Somewhat

34. Do you feel that working in groups helped you to better understand your classmates?
____Yes ____No ____Somewhat

35. Did you feel the time during the summer program was spent to the best advantage?
____Yes ____No ____Somewhat

36. What length summer program would be best for you?
____4 ____5 ____6 ____7 ____8 weeks

37. Did the summer program bring you into contact with people you never expected to meet?
____Yes ____No ____Somewhat

38. List all unassigned books that you wither have read or are reading on your own
s since school started.

39. What magazines do you read?

40. Do you realize now that you have some ability or talent that came to your attention through the summer program?
____Yes ____No ____Somewhat

41. Were your expectation met in the summer program?
____Yes ____No ____Somewhat

42. Do you feel that your participation in the summer program has broadened your outlook?
____Yes ____No ____Somewhat

43. What did you get from the summer program (about 50 words)? Use back of sheet if necessary.

TO BE FILLED IN BY FINE ARTS PARTICIPANTS ONLY

CHECK MAJOR: Art_____
Music_____
Drama_____

CHECK MINOR: Art_____
Music_____
Drama_____

1. Do you feel that the assemblies were worthwhile?
____Yes ____No ____Somewhat

2. Do you feel now that you have a better understanding of your major?
____Yes ____No ____Somewhat

3. Would your participation in Fine Arts enable you to pursue art, music, or drama in the regular school year?
____Yes ____No

4. Would you choose the same major field if you could choose again?
____Yes ____No

5. Did the Fine Arts program bore you?
____Yes ____No ____Somewhat

6. Do you feel you have a better understanding of history of music, art, drama?
____Yes ____No ____Somewhat

7. Do you feel that time was utilized fully?
____Yes ____No ____Somewhat

8. Do you feel that you participated as fully as possible?
____Yes ____No ___Somewhat

9. Do you feel that the trips you took were relevant to your major?
____Yes ____No ____Somewhat

10. Are you looking forward to participating in the summer program next summer?
____Yes ____No ____Somewhat

11. Do you feel that you accomplished something worthwhile during the summer program?
____Yes ____No ____Somewhat

12. Do you listen to any different music now as a result of the summer program?
____Yes ____No

13. Did you enjoy the summer program?
____Yes ____No ____Somewhat

14. Do you feel that you have a better appreciation for the talents of others whatever they might be?
____Yes ____No ____Somewhat

15. Do you feel the summer program helped you to learn about an ability or talent you didn't realize you had?
____Yes ____No ___Somewhat

10th GRADE ONLY

CHECK COURSE YOU TOOK:
____Forest Ecology ____Fish & Water Resources ____Outdoor Recreation ____Wildlife

1. Do you feel that you have gained a better knowledge of available natural resources in Nelson County?
_____Yes _____No _____Somewhat

2. Do you feel that knowledge you gained this summer will benefit you in future science classes?
_____Yes _____No _____Somewhat _____Not at all

3. Do you feel that the work you were involved in or the knowledge you gained this summer will influence your life outside the classroom?
_____Yes _____No _____Somewhat _____Not at all

4. Do you feel that the individual group projects aided in your understanding of natural science?
_____Yes _____No _____Somewhat _____Not at all

5. Do you feel that you have a better understanding of living things than you did before the program?
_____Yes _____No _____Somewhat _____Not at all

6. Do you feel that your group's work fulfilled its objectives?
_____Yes _____No _____Somewhat

7. Do you feel that your work or the science program was in any way repetitious?
_____Yes _____No _____Somewhat _____Not at all

8. Do you feel that the summer program has broadened your views on science? In what ways? Explain.
_____Yes _____No _____Somewhat

9. Would you recommend this science program for next year's group?
_____Yes _____No _____Somewhat _____Not at all

10. Would you say the ideas expressed on science in the summer program were typical of those you held before?
_____Yes _____No _____Somewhat

11. What influence did the summer program have in helping you to know what to expect when you go to college?
____Negative influence ____No influence ____Some influence ____Strong influence

12. What influence did the summer program have in helping you to find a career or vocational choice, even if you do not plan to go to college?
____Negative influence ____No influence ____Some influence ____Strong influence

13. Did the summer program make you more aware of the many places of interest in Nelson County?
_____Yes _____No _____Somewhat

11th GRADE ONLY

1. List the books or articles you read for class during the summer program.

22. Would you say the ideas expressed in the summer program were similar to those you held before?
_____Yes _____No _____Somewhat

3. Do you feel that examining a topic from many points of view is worthwhile?
_____Yes _____No _____Somewhat

4. What influence did the summer program have in helping you to know what to expect when you go to college?
____Negative influence ____No influence ____Some influence - ____Strong influence

5. What influence did the summer program have in helping you to find a career or vocational choice, even if you do not go to college?
____Negative influence ____No influence ____Some influence ____Strong influence

CHECK THE ACTIVITIES WHICH YOU ARE OR HAVE PARTICIPATED IN THIS YEAR

_____Governor's Gazette

_____National Honor Society

_____Governor (annual)

_____Student Cooperative Association

_____Monogram Club

_____The Camera Club

_____Future Farmers of America

_____Future Homemakers of America

_____Future Teachers of America

_____Future Business Leaders

_____Library Club

_____Foreign Language Union

_____Chorus

____The Treble Singers

____Majorettes

_____Band

_____Cheerleaders

_____Office Staff

_____Debate Club

_____Pep Club

_____Class Officers

_____Plays

_____Drama Club

Sports--Boys

_____Football

_____Basketball

_____Track

_____Baseball

Sports--Girls

_____Basketball

_____Softball

(CONTROL)

Student Questionnaire

CHECK THE ITEM WHICH BEST FITS YOUR SITUATION REGARDING THE 1968 SUMMER PROGRAM, AND YOUR FUTURE PLANS.

1. I would like to attend college:

_____Yes _____No _____Undecided

2. I plan to attend college:

_____Yes _____No _____Undecided

3. I attended the summer program two (2) years (1967) ago:

_____Yes _____No

4. My not attending the summer program was:

_____My decision _____My parents decision

5. I plan to attend the summer program this summer:

____Yes _____No _____Not applicable

6. I did not attend the 1968 summer program because:

7. What were you doing during the 1968 summer program?

8. List the unassigned books you have read since September:

9. What magazines do you read regularly?

APPENDIX D

(EXPERIMENTAL--AUGUST)

EVALUATIVE QUESTIONAIRE
FOR PARENTS

1. The summer program's effect upon my child

    was very helpful____
    was helpful_____
    was a little helpful______
    was of no help ______

2. My child's expressed attitude towards the program

    was extremely enthusiastic______
    was enthusiastic______
    was fairly indifferent_______
    was negative_____

3. My attitude toward the summer program is that it was

    effective______
    highly effective______
    not effective_______

4. As the summer progressed, I

    changed my opinion of the program a great deal______
    changed my opinion somewhat_______
    did not change at all____

5. My opinion changed

    favorably_____
    regatively_____
    no change______

6. What skills, experiences and/or knowledge do you see as being the most significant results of your child's participation in the summer program?

7. What additions and/or deletions would you suggest for future summer programs? Why?

8. Do you wish for your child to participate in the 1969 summer program?

    yes_____
    no_____
    undecided_____

APRIL EVALUATIVE QUESTIONNAIRE FOR PARENTS

1. The summer program's effect upon my child

____was very helpful ____was a little hlepful
____was helpful ____was of no help

2. My child's expressed attitude towards the program

_____was extremely enthusiastic _____was fairly indifferent
_____was enthusiastic _____was negative

3. My attitude toward the summer program is that it was

_____effective _____not effective
_____highly effective

4. What skills, experiences and/or knowlege do you see as being the most significant results or your child's participation in the summer program?

5. What additions and/or deletions would you suggest for future summer programs? Why?

6. I would like my child to attend college:

____Yes _____No _____Undecided

7. Are you planning to send your child to college?

_____Yes _____No _____Undecided

8. Do you think your child would like to attend college?

_____Yes _____No _____Undecided

(CONTROL)

QUESTIONNAIRE FOR PARENTS

PLEASE CHECK THE MOST CORRECT ANSWER.

1. Would you like your child to attend college?
   yes ___ no ___ I don't know ___
2. Are you planning to send your child to college?
   yes ___ no ___ Undecided ___
3. Would you like your child to participate in the next summer program?
   yes ___ no ___ undecided ___
4. Is your child planning to attend next summer's program?
   yes ___ no ___ undecided ___
5. Do you think that your child would like to attend college?
   yes ___ no ___ don't know ___
6. My child's not attending the summer program was:
   my decision ___ his (or her) decision ___ our decision ___
7. Did your child attend summer school two summers ago?
   yes ___ no ___ Was not in Project Opportunity then ___
8. My child did not attend the summer program because:

____
Parent's Signature

APPENDIX E

(NELSON COUNTY HIGH SCHOOL TEACHERS)

FACULTY EVALUATIVE QUESTIONAIRE

1. From your personal observations during this school year, do you perceive the effects of the summer program of 1968 upon the participating students as being

very helpful ___	a little helpful ___
helpful ___	of no help ___

2. From your personal contacts with the students, do you perceive their attitudes toward the summer program as being

extremely enthusiastic ___	fairly indifferent ___
enthusiastic ___	negative ___

3. What do you consider as being the most significant observable benefit derived by the students from the summer program?

4. What do you consider as being the most significant observable benefit derived by the students from the summer program that is directly related to their academic performance in your classes?

5. From your observations, the summer program's influence upon the regular school year has been

highly influencial ___	of little influence ___
influencial ___	of no influence ___

Briefly explain: ____
____

6. What additions and/or deletions would you suggest for future summer programs? Why?

(SUMMER SCHOOL TEACHERS)

STAFF EVALUATIVE QUESTIONAIRE

1. In what capacity did you serve during the 1968 summer program?

2. In your opinion, the program's effect upon the majority of participants was

   very helpful_____ a little helpful______
   helpful________ of no help______

3. From your observations of involved students, their attitude toward the program was

   extremely enthusiastic______ fairly indifferent_____
   enthusiastic______ negative______

4. As the summer progressed, I

   changed mu opinion of the program a great deal______
   changed my opinion somewhat______
   did not change at all______

5. My opinion changed

   favorable______
   negatively_____
   no change______

6. How do you view your relations with the participating students?

   highly effective________
   effective_______
   not effective______

7. What skills and/or knowledge do you see as being the most important attributes acquired by the students during the summer program?

8. What additions and/or deletions would you suggest for future summer program? Why?

9. What aspect of the program do you consider as being the most improtant? Why?

10. Would you like to participate in the 1969 summer program?

    yes_____
    no______
    undecided______

APPENDIX F

NINTH GRADE TALLIES

NOVEMBER

APRIL

Question 38 - List all unassigned books that you either have read or are reading on your own since school started.

NOVEMBER:

None - 8
Fiction - 90
Nonfiction - 1

APRIL:

None - 3
Fiction - 193
Nonfiction - 14

Question 39 - What magazines do you read?

NOVEMBER:

2 - None - 2
11 - Life
11 - Look
10 - Readers Digest
9 - McCalls
8 - Senior Scholastic
5 - American Girl
4 - Saturday Evening Post
3 - Ladies Home Journal
3 - Newsweek
3 - Sixteen
2 - Better Homes and Gardens
4 - Ebony
3 - Good Housekeeping
2 - Ingenue
2 - US News/World Report
2 - Teen
2 - True
1 - American Horseman
1 - Boy's Life
1 - Co-Ed
1 - Fashion
1 - Field and Stream
1 - Glamour
1 - Guidepost
1 - Jet
1 - Mad
1 - Outdoor Life
1 - Photography
1 - Progressive Farmer
1 - Redbook
1 - Science
1 - Seventeen
1 - Southern Living
1 - Sport
1 - Tiger Beat
1 - Time
1 - Virginia Wildlife
1 - World Week
1 - Young Miss

APRIL:

15 - Life
15 - Look
15 - Readers Digest
12 - McCalls
7 - American Girl
5 - Seventeen
5 - Senior Scholastic
4 - Better Homes and Gardens
4 - Good Housekeeping
4 - TV Guide
3 - Boys Life
3 - Ebony
3 - Ingenue
3 - Sports Illustrated
3 - Sixteen
3 - Time
3 - Virginia Wildlife
3 - World Week
2 - Field and Stream
2 - Co-Ed
2 - Ladies Home Journal
2 - Redbook
2 - Saturday Evening Post
2 - Teen
1-- American Home
1 - American Horseman
1 - Glamour
1 - Horseman Courier
1 - Modern Science
1 - Newsweek
1 - Popular Mechanics
1 - Progressive Farmer
1 - Science Digest
1 - Southern Planter
1 - This Week
1 - Tiger Beat
1 - True
1 - True Story
1 - US News and World Report
1 - Young Miss

NINTH GRADE TALLIES

APRIL
QUESTION 43 What did you get from the summer program (about 50 woeds)? Use back of sheet if necessary.

No responce 3

Intellective Outcomes

Better understanding of music	10
Better understanding of art	4
Better understanding of Drama	7
Better understanding of Fire Arts	3
Learned more about people in the Arts	2

Non intellective Outcomes

Better understanding of people (classmates, etc.)	12
Felt trips were good	5
Outlook was broaded	1
Aided in selection of college major or area of study	1
Better understanding of self	1
To be at ease in front of an audiance	1
Developed a hobby	1

NOTE: No attempt was made to tally each student's responces. Where more than one outcome was noted they were recorded in the appropiate catigory.

NINTH APRIL

CHECK THE ACTIVITIES WHICH YOU ARE OR HAVE PARTICIPATED IN THIS YEAR.

____ Governor's Gazette

____ National Honor Society

1 Governor (annual)

19 Student Cooperative Association

____ Monogram Club

____ The Camera Club

1 Future Farmers of America

2 Future Homemakers of America

____ Future Teachers of America

____ Future Business Leaders

1 Library Club

11 Foreign Language Union

6 Chorus

____ The Treble Singers

____ Majorettes

7 Band

2 Cheerleaders

____ Office Staff

____ Debate Club

6 Pep Club

____ Class Officers

2 Plays

4 Drama Club

1 Forensics

1 Future Nurses

Sports--Boys

2 Football

1 Basketball

2 Track

1 Baseball

Sports--Girls

4 Basketball

2 Softball

2 Track

TENTH GRADE TALLIES

NOVEMBER	April

Question 38 - List all unassigned books that you either have read or are reading on your own since school started.

None- 1	None-8
Fiction- 82	Fiction- 97
Non-Fiction- 7	Non Fiction-3

Question 39- What magazines do you read?

0- None	1- None
15-Look	18- Life
13- Life	14- Look
9- Readers Digest	13-Readers Digest
7- Post	8- Time
7- McCalls	5- Post
4- Sports Illustrated	4- McCalls
4- Progressive Farmer	4- Seventeen
4- Time	3- Newsweek
3- National Geographic	3- Playboy
3- Seventeen	3- Sports Illustrated
2- Popular Science	3- Sport
2-Redbook	2- Popular Science
2- Co-Ed	2- Popular Mechanics
2- Sixteen	2- Virginia Wildlife
2- Popular Mechanics	2- American Girl
2- Field and Stream	1- Gynograms
2- Better Homes and Gradens	1- Newsweek
1.-Newsweek	1- Ladies Home Journal
1- U.S. News & World Report	1- Progressive Farmer
1- Air Classics	1 - T.V. Guide
1- Air Progress	1- Sixteen
1- Ingenue	1- Betters Homes and Gardens
1- Scale Modeler	1- Upper Room
1- American Aircraft Modeler	1- Farm Magazine
1- The Southern Planter	1- Mad
1- Glamour	1- Ebony
1- Vogue	1- Jet
1- Haido	1- Modern Screen
1- Eboney	
1- Sport	
1- Mad	
1- True	
1- T.V. Guide	
1- Virginia Wildlife	
1- Outdoor Life	
2- Farm Journal	
1- Tenn	
1- Friends	
1- American Girl	

Tenth Gade Tallies

April

Question 43 What did you get from the summer program (about 50 words)? Use back of sheet if necessary.

No Responce- 10

Intellective Outcomes

Better understanding of outdoor recreation	2
Better understanding of Fish and Water	2
Better understanding of Forest Ecology	4
Better understanding of Natural Science	10 (Outdoors in general)
Better understanding of Wildlife	4
Helpful in future	2
Learned to think	2
Learned Lab Techniques	3
Better understanding of Nelson county	1

Non-Intellective Outcomes

Trips were helpful	1
Better understanding of other people	3
Better understanding of college life	4
Broaden thinking	1

NOTE: No attempt was made to tally each students responces. Where more than one putcome was noted they were all recorded in the appropriate catigory .

TENTH APRIL

CHECK THE ACTIVITIES WHICH YOU ARE OK HAVE PARTICIPATED IN THIS YEAR

____ Governor's Gazette

____ National Honor Society

3 Governor (annual)

20 Student Cooperative Association

4 Monogram Club

1 The Camera Club

1 Future Farmers of America

____ Future Homemakers of America

1 Future Teachers of America

1 Future Business Leaders

4 Library Club

16 Foreign Language Union

____ Chorus

____ The Treble Singers

____ Majorettes

4 Band

2 Cheerleaders

____ Office Staff

3 Debate Club

19 Pep Club

3 Class Officers

5 Plays

9 Drama Club

2 Forensics

Sports--Boys

6 Football

2 Basketball

3 Track

1 Baseball

Sports--Girls

1 Basketball

1 Softball (1 church softball)

ELEVENTH GRADE TALLIES

NOVEMBER
APRIL

QUESTION 38- List all unassigned books that you either have read or are reading on your own since school started.

NOVEMBER	APRIL
NONE- 3	NONE - 6
FICTION- 59	Fiction- 94
NONFICTION- 13	Nonfiction- 12

QUESTION 39 What magazines do you read?

1- None
17- Look
11-Life
10- Newsweek
9- Readers Digest
8- Time
7- McCalls
4- Seventeen
4- Post
3- U.S. News and World Report
2- Redbook
2- Good Housekeeping
2- Ingune
2- American Youth
2- Popular Science
2- National Geographic
2- Outdoor Life
2- Field and Stream
1- Teen
1- Glamour
1- Bride
1- Family Circle
1- Women's Day
1- Ladies Home Journal
1- Guidepost
1- Better Homes and Gardens
1- Farm Journal
1- Busisness Opportunities
1- Co-Ed.
1 Today's Health
1- Virginia Wildlife
1- Southern Living
1- Sports Afield
1- Togather
1- Mechancis Illustrated
1- Science Digest
1- Playboy

3- None
20- Look
18- Life
11- Readers Digest
9- Newsweek
8- Time
5- Playboy
4- U.S. News and World Report
4- McCalls
3- National Geographic
2- Field and Stream
2- Outdoor Life
2- Popular Science
2- Sports Illustrated
2- CO-Ed.
2- Seventeen
2- Post
2- Ladies Home Journal
2- Science Illustrated
1- Sports Afield
1- Togather
1- Popular Machinces
1- Hot Rod
1- Friend
1- Family Circle
1- Eboney
1- Good Housekeeping
1- Guide Post
1- High Performance Cars
1- World Week
1- Electroncs Illustrated
1- Progressive Farmer
1- Ingune
1- Mechancis Illustrated
1- Popular Mechanics
1- Redbook
1- Science Week

ELEVENTH GRADE TALLIES

HUMANITIES

QUESTION 1- List the books or articles you read for class during the summer program.

NOVEMBER	APRIL
2- None	-2
10- The Medium is the Message	-11
4 - The Secret Life of Walter Mitty	-5
4 - The Family of Man	-3
7- African Genesis	-8
3- The Lottery	-1
3- Verotchesa	
3- Araby	-1
3- A Little Cloud	
3- A Clean Well Lighted Place	-3
2- The Life of Chemistry	-1
2- Markings	
2- The Killers	
2- Brave New World	
1- The Medieval World	
1- If God Does Not Die	-7
1- The Triple Revolution	-1
1- The White House	
1- The New Dress	
	-2 Leaves of Grass
	-1 The Atom

ELEVENTH GRADE TALLIES

APRIL

QUESTION 43- What did you get from the summer program (about 50 words)? Use back of sheet if necessary.

No responce- 7

Intellective Outcomes

Learned to express ones self better	3
Learned about poetry	1
Better understanding of mass Media	2
Better understanding of ideas	3
Better understanding of Literature	2
Learned to reason and think	2
Learned to operate T.V. equipment	1

Non -intellective Outcomes

Broadened outlook	4
Better understanding of college life	2
Better understanding of other people	12
Better understanding of the views of others	8
Trips were helpful	
Meet people never expected to meet	2
Better understanding of self	3
Better understanding of the world	3
Better understanding of the problems inthe world	1

NOTE: No attempt was made to tally each student's responces, where more than one outcome was noted they were recorded in the approiate catigory.

April Eleventh
CHECK THE ACTIVITIES WHICH YOU ARE OR HAVE PARTICIPATED IN THIS YEAR

____ Governor's Gazette
1 National Honor Society
4 Governor (annual)
15 Student Cooperative Association
2 Monogram Club
____ The Camera Club
____ Future Famers of America
1 Future Homemakers of America
1 Future Teathers of America
____ Future Business Leaders
____ Library Club
16 Foreign Language Union
2 Chorus
____ The Treble Singers
1 Majorettes
5 Band
____ Cheerleaders
____ Office Staff
3 Debate Club
11 Pep Club
2 Class Officers
2 Plays
3 Drama Club
1 Future Nurses of America

Sports--Boys

3 Football
4 Basketball
4 Track
4 Baseball

Sports--Girls

2 Basketball
1 Softball

STUDENT QUESTIONNAIRE (CONTROL)

QUESTION 6- I did not attend the 1968 summer program because:

Work	19	(43.1%)
Away	7	(15.9%)
Other Plans	4	(9.7)
Needed at Home	3	(6.9)
Did'nt like offerings	2	(4.3)
No reason	2	(4.3)
Did'nt know enough about it	1	(2.1)
No bus	2	(4.3)
Did'nt want to go	1	(2.1)
Other studies	1	(2.1)
Scared to	1	(2.1)
Attending regular Summer school	1	(2.1)

QUESTION 7- What were you doing during the 1968 summer program?

Working	25	(56.7)
Away (vaction)	8	(18.1)
Nothing	3	(6.9)
No Responce	2	(4.3)
At Home	2	(4.3)
Netting	1	(2.1)
Babysitting	1	(2.1)
Music lessons	1	(2.1)
Regular summer school	1	(2.1)

STUDENT QUESTIONNAIRE (CONTROL)

QUESTION 8- List the unassigned books you have read since September.

Fiction: 125
Nonfiction- 12
None- 8

QUESTION 9 What magazines do you read regulary?

8- None
21- Look
12- Life
10- Readers Digest
9 - Eboney
7-McCalls
5- Post
5- Time
4- Seventeen
3- Jet
2- Good Housekeeping
2- Betters Homes and Gardens
2- Teen
2- True Story
2- Cosmopolitian
2. Sports Illustrated
2. Boys Life
1- Ladies home Journal
1- Newsweek
1- National Geographic
1- Progressive Farmer
1- Boys Life
1- Virginia Wildlife
1- Home Life
1- American Girl
1- Field and Stream
1- Teenage Digest
1- U.S. News and World Report
1- Esquire
1- Stero Review

APPENDIX G

RANDOM SAMPLING OF STUDENT INTERVIEWS

Q. Who was your teacher? A. Teacher #8 (Teacher names are coded according to #).

Q. Did you understand the book by MacLuen? A. Not at first, but after he explained it, it became interesting.

Q. Did you get any appreciation of how people are influenced by communications? A. I did. I never heard of mass media before this summer.

Q. Can you see it around you now? A. Yes, I can.

Q. Did you finish the book? A. Yes.

Q. What other things did you discuss? A. We discussed the Vietnam war and I didn't understand it until the panel discussion.

Q. Did your ideas change on the war? A. Well, I really didn't know anything about it. Only what I'd heard, but our speaker had been to Vietnam. He had slides and told us his experiences. He put more meaning into it than they do on TV.

Q. I keep hearing that there isn't very much to do in Nelson County. A. There ain't. If it weren't for the summer program, there wouldn't be anything going on.

Q. Have your attitudes toward race relations changed? A. We got into pretty good discussions about Negro history. I understand more about the Negro. White people don't feel much about the Negro coming up here to school, but now I know how the Negro feels too.

Q. Did you see the movie One Potato, Two Potato? A. Yes.

Q. How did you react? A. It made me realize their feelings.

Q. Was your relationship with people in the class different from during the regular school year? A. Yes. We were very close--even the Negroes--we were together so long. We felt like brothers and sisters in there.

Q. Has the summer program helped me personally? A. I think it has. It made me more involved, and I know more about what is going on in the world, because before the summer I really wasn't concerned with it.

Q. Do you read newspapers about current events? A. Now I do. I didn't before the summer.

Q. What the atmosphere in the class different from during the regular year? A. Yes. We were in smaller groups and we talked more--during the regular year it's mostly lecture.

Q. Did you like your teacher? A. Not particularly.

Q. Why? A. I really don't know. Personality clash I guess.

Q. Was he a good teacher? A. Yes. I don't know why I didn't like him-- I guess it was . . .

Q. Did you find that he let students express their opinions and that he respected them? A. Yes, he did.

I missed the last two weeks, and it didn't bother me that I wasn't there.

Q. Do you feel that this relationship, with a teacher having opposite views to yours, helped you perhaps? A. I think it did because I think somebody with opposite ideas could express them and I could try to understand them.

Q. Has the summer program affected the school year? A. Well, we have a lot more discussions. I think the summer program was to make us speak out on what we think, and now we do.

INTERVIEW #2

Q. #28, . did you find that reading this material this summer, and discussing it, in any way did it tell you how you could make your life more active in other things than perhaps what these people are talking about - dances and things? Did you get any idea that you could do something that perhaps you wouldn't have done before?

A. Any summers before this, I didn't feel this way. But this summer I think my personality grew. The different aspects of it that I had never thought - I mean I had never thought of writing poetry in my spare time. I had read it and then I started to write it. And then I hadn't thought of just sitting down in the afternoon and writing a story when it was raining. I just sat down and started to write.

Q. This is a bit difficult when you haven't been in the program to try to involve you in it. I'll try to ask questions that would be applicable to both. One of the things discussed this summer was gun control and laws. Do you have any views at all on these?

A. Well--I think in some ways it would be good and in some ways it wouldn't. I really don't see how it would make that much difference having gun control because if somebody is going to do something they'll do it anyway. I don't think it would do that much good.

Q. Did your attitudes change?

A. I don't think in our class we really discussed it that much. I was in an English group. We had stories - I was in a debate on public funds for college education and I don't knew too much about it except I think everybody has the right to protection.

Q. Would you go into this program next year, #35?

A. Yes, I think so.

Q. Did your ideas on race relations change?

A. Yes. What were they previous to going into the program?

Q. I guess they were pretty narrow. I felt that a Negro - I liked them but I just didn't tolerate like in a marriage but then after the program I changed and I understand now that they're just people and I can't promise anybody that I wouldn't fall in love with them and I'd tolerate it in anybody else too.

Q. Do you honestly feel that this tremendous change came about through these discussions?

A. It did. I think when I went down to see the film at - "One Potato, Two Potato," it just changed me. I was sitting with two of my girl friends and I just cried real loud. I just took me and they said "Damn, damn, yes I'm going to let my kids marry colored if they fall for one, and I can't say I wouldn't either. I just was a change in all three of us, but then one of them changed and she began to rationalize it and she said, "oh, no." Back to her old point of view you mean? Yes, but the other girl didn't and I didn't and then I began talking to my parents. Trying to talk to my family to make them understand.

Q. That's a tough battle. A. Yes, in a southern family.

Q. You have a whole tradition, a whole culture, and I believe you see how diffi-ult it would be to change someone who has believed in something all his life. What about politics, did your ideas change?

A. I've always been a little bit more active than my girl friends--I've always kept up with it right much because my father keeps up with everything in politics, he's very active in things like that. I guess they changed - well, I was sure I didn't want Wallace. Q. After seeing that movie, or all along? A. After, well I just didn't like him. Q. Before the program or since? A. Well, I just didn't know about him and then I began to read about him and I said, no, he's just not the guy, and then the other two I started looking in on what I thought about them

Q. Did your attitude toward either Humphry or Nixon change at all?

A. I'm for Humphrey now.

Q. Did you watch the Democratic Convention at all?

A. Yes, I watched the night, was it Dan Rather got hit.

Q. Did you see the night of the riot in Chicago?A.Yes.Q.What did you think of that? Did it impress you?

A. It made me sick. I don't believe in that, I don't think it's right that the police should have all that power. I think Wallace thinks that if the police were given a free hand, if more force was brought in that it would be better. I don't see that at all.

Q. Do you think these meetings and discussions during the summer actually helped your views on this.

A. They did in a way because there were so many people for Wallace that well have you ever heard about getting in an argument just to find out what people's ideas are. Well, so many people were for Wallace that I fou-nd out just how against him I really was.

Q. You start to feel that the whole world is for him if you're in an area where everybody seems to be for someone.

A. But I could out and see (can't hear)

Q. Would you say that the ideas expressed in the summer program are typical of those you held before? I think we've gone over the fact that many of them have changed. Can you think of any others on which your ideas have changed?

A. I can't think of too much about social life, but I think I changed a little bit. The instructors tried to make us realize that there was more for us. Sometimes we seemed awfully fenced in here, that there's nothing to do. We realized that there really is a lot to do. We should think in time span just a little farther ahead.

Q. Do you feel that examining a topic from many points of view and letting people with different ideas talk on it, do you think this is good?

A. Yes sir, I like to hear what other people think about it, sometimes they make my mind up, at least they give me a different outlook, sometimes they help me dvelop my ( ) for it.

Q. Did you get any insights about what college life might be like or what to expect when you go to college fromthis program?

A. In a way (can't hear)

Q. It didn't dampen your enthusiasm?

A. I think they made me feel that I wanted to more.

Q. Did you formalize any ideas what you want to do in life after college?

A. I think I always wanted to be an English teacher but then I thought that maybe I'd be a writer but then again I don't know whether I'll let anybody read my writing.

Q. You know you have to sell.

----- BREAK

Q. What books or articles did you read for the class during the summer?

A. "Medium Message Inclined" [do you believe it] [that's waht it sounded like] There was one other but we didn't get into it. "The Family" There was just a lot of pictures in the book. There wasn't really that much to read in it.

Q. When you started reading these, did you usually finish them, or did you just let them go?

A. No, the "Meetings Massage" we just read on our own and we didn't really discuss it in depth in class, but we did discuss it, and then we would refer back to it in other class discussions.

Q. Did you understand what Marshall McLuhan was trying to do or say? [OH! "The Medium is the Message"! Maybe!]

A. Not at first. I thought it was really boring but ~~At~~ our teacher, made it really interesting. I really thought I was going to hate it at first, but then we got started working with the video tape and referring back to the medium, television and things like that, and it was really interesting. At that time I didn't think I would learn anything, but now in the TV broadcasts and everything, in the election they speak of using media and I guess I learned a little bit.

Q. What about the difficulty of the reading material, too difficult? too easy?

A. It wasn't really that the reading was difficult, it was the understanding of it. I mean, you could read it, but you wouldn't get that much sense out of it. I don't think I would have really gotten anything out of it, but the discussion in class brought out the meaning of it.

Q. In other words, you found that the discussions were more important or as important in getting anything out of it? A. Yes.

Q. Are you currently active in any of the following? Student government, or the teen center? What about this teen center. Some of the girls were telling me that nothing has occurred since this summer.

A. Well, nothing really happened about it. There aren't that many places open that we could have gotten, and I don't know--one place we were thinking of we couldn't have on a trial basis. They wanted a five-year lease. Money was a problem for a while, and I think it just sort of dissolved.

Q. Would you have liked to have a teen center.

A. I think I would.Up here -- you don't really know until the thing takes place because up here, the dances and everything, there are so many restrictions on it ~~that~~ and we can't have them as often because of the integration in the school, they're afraid something is going to happen. But I really think by not having them, they're asking for trouble because if you have them, not as many people ~~of~~ are going to gripe or cause troubles as if you don't have them.

Q. If they did have it, would you take an active part in this teen center?

A. Yes, I'd say so, definitely.

Q. In reading the historians' reports I find the kids saying "there's nothing to do here, or there's little to do here."

A. "That's it, there's just nothing. Well, now there is this homework. The teacher's have gone wild, but other than that on weekends, there's one big movie hall and it has one movie on four or five days, and that's it.

Q. Do they have any good movies?

A. Lately they have, like "The Bible," "In the Heat of the Night," "Guess Who's Coming to Dinner?"

Q. Has your attitude toward gun control, gun control legislation, changed since the summer program?

A. I don't think so. I think I law won't help because if a person wants to kill somebody, they're going to get their hands on a gun and they're not going to care whether it's registered in their name.

Q. You don't think that a law to try to keep guns out of the hands of people who are emotionally unstable or criminal record would be helpful?

A. No, I don't think it would help much. I really think that if a person has it in their head that they're going to kill somebody with a gun, they're going to get a gun. I mean, they can steal a gun from somebody. A store is going to sell a gun, they're not going to care who it is.

Q. If it was going to mean ten years in jail for selling the gun?

A. Well, there's a law against breaking into stores, but they're still breaking into stores.

Q. What about your attitude toward race relations? Did the program change your ideas at all?

A. I don't know. I don't really think so. They brought out the history of the race in one of their speakers, but I don't think my attitudes have changed any. I never have minded going to school with them. I don't know. We could speak out in our class, and there were students in there who wanted to ask us questions about how we felt about them, but I don't think my attitudes changed any because of the summer program.

Q. Did you in the summer program ever ask any of the black students how they felt about you?

A. It wasn't a point blank question and I didn't ask it, but it was asked, I believe. I wouldn't consider dating them, I don't think I could. It might be done, but I don't. But as far as having them for friends, a lot of colored students are nicer and more trustworthy than a lot of white students I know.

Q. Has this always been your opinion or has this just come up lately or since youre in high school? Or since the school has been integrated, or have you always felt this way?

A. Really before the school s were integrated, it wasn't that much contact with the blacks and whites, at least for me. In the schools we weren't with them. Well, in the school there was this one colored woman, she cleaned the schools, she was friends with me. We were friends with everybody down there. I don't know, we got along, it was just like she was like anybody else and other than maids and things well we were friends with her. It wasn't like she was lower or anything, but other than that we just weren't in contact.

Q. Did you find that there was any different relationship in the class in this summer program with black students which there hadn't been during the regular year? Did they mix any more? Did you have a different feeling? Could you be more open with them in the summer program than you could be in a social studies class during the regular year?

A. I thought a lot more. Because - in the classes up here in the summer program the colored students in the project, we've been with them more on trips and we've had more class with those that are in project. We've always been friends, but we were able to be more open even with them. In class you're subject to be open with other students you might not know and whereas the students that are in project might understand or try to understand what you're saying that I might dislike a colored and why, they might be more subject to listen and try to understand why than these that weren't in project. If we had a class discussion like we do in the summerprogram and I - it seems to me that there's a lot of difference in some of the coloreds--the ones that are in project and the ones that aren't. It might be just their attitudes towards us, but it seems like they aren't - well, they're friendly, they're nice, but the ones in project they just seem a lot nicer. It might be that I know them better, or something

Q. I was just going to ask you maybe it's the way you feel. Maybe its the way you feel?

A. It could be just my opinion of it, it might hot be the way He feels. It just seems to me sort of a wall between you and the others you haven't known all along.

Q. What about politics? Did you form any new opinions on politics from these discussions? Readings in class?

A. No, I was trying to be swayed toward McCarthy during the summer program but I knew he was a loser so --

Q. Who were you for before you went into the summer program?

A. I wasn't really for anybody, and the candidate I'm for your'e going to say you're going to think that what I said about me being friends with the coloreds and everything is all different, but I'm for Wallace, I really am. And I don't think he is a racist. He was trying to keep his schools from being integrated and everything and really that was wrong, but I think his stand on Vietnam and a few of his other stands are much better than the other candidates. Of course, that's my opinion.

Q. Did the classes you had about Vietnam, did they fortify your opinions, change them in any way?

A. I don't think the classes on Vietnam changed my opinion or swayed me toward him because of his stand in Vietnam. The class that we had really made us understand what was going on in Vietnam, why were there, different things, I don't think that that made any difference.

Q. Would you say that the ideas that were expressed in the summer program were thos that you held before the summer program? Would you say that the ideas expressed by the teachers were the same as yours, different from yours, some difference?
A. There was some difference in the opinions expressed by the teachers themselves.

Q. Can you think of any particular ones- similar or different?

A. Not off hand, I just recall - they weren't arguments, but we would just let him know that we didn't agree.

Q. What about politics?

A. No. They were for McCarthy, I wasn't.

Q. Do you feel that examining a topic from different points of view is good?

A. You mean, if I say yes, and you say no, I listen to my side and don't bother about yours?

Q. I mean, if we're going to talk about something like race, or Wallace, should it just be one side or should you have an approach from different sides by different people and then decide?

A. There were some things in the program I went in with the yes on my mind and came out with the no. I think you have to go into something openmindedly because if you go in - I'm right -

Q. Can you think of anything particular instances where the summer program changed your mind?

A. In the discussion on Vietnam and in the subject of race there were two things that came up and I can't really think what they were

INTERVIEW #3

Q. Did you read the books? A. I finished them after the program.

Q. What did you read? A. African Genesis and Is God Alive?

Q. Who was your teacher? A. #12.

Q. Did the books change your attitudes? A. Well, African Genesis had to do with evolution and I guess it convinced me. Really, there were no earth-shaking changes.

Q. Did the book teach you to think about evolution on your own? A. Yes, it did. I'm not scientifically minded and in a way before I just accepted things.

Q. Did it change your attitude toward science? A. It did a lot. I always had the idea science wasn't for me.

Q. Why? A. It always depressed me thinking how vast the universe is and how small I am. I just want to be happy.

Q. Do you mean knowledge made you unhappy? A. No, but I mean scientific type knowledge. It didn't exactly make me unhappy--it depressed me.

Q. Do you think the book African Genesis helped out? A. Yes, I think so. I was really interested. It was the first time I was interested in science. Before I had no desire to learn anything about it.

Did you discuss it outside the class? A. Nobody expressed interest in the books outside the class.

Q. Did you want to discuss them? A. Yes, I did at home.

Q. Did your ideas toward people change? A. I am more ready to talk with older people and I'm not afraid my ideas will sound infantile. Now I know there are a lot of adults who could care how I feel and what I think.

Q. How did you get this feeling? A. Well, my instructors always listened and cared. I wasn't always feeling that they had thought out everything, but perhaps I was giving an idea to them.

Q. Don't you get that during the regular school year? A. During the school year there isn't that sort of informal contact with teachers. There are just lectures and tests and more lectures. Occasionally there are discussions. You don't know teachers on a personal basis, so you don't care whether they care.

Q. Did you enjoy the summer program better than the regular year? A. Oh, yes, definitely.

Q. Why is that? A. I think because classes are smaller and more personal and not as detached as a regular classroom and another thing you're not worrying about what I'm saying she's writing down in her grade book.

Q. Did your ideas change toward race and race relations in this country? A. Not mine, but maybe I'm no judge but kids I know personally changed a great deal. Having integrated classes and discussing out in the open. It was the first time for me!

Why didn't your ideas change? A. Well, I believe people are the same--some people disagreed strongly--I liked trying to get them around to my way of thinking.

Do you feel it's right to throw all these ideas around in a classroom?
A. For the first time I know how the others feel--why they feel that way.

Q. You don't get this interchange of ideas during the regular school year?
A. Not on that subject especially. It's brushed over. But history this year, Miss Lyon's class, is a lot like the summer.

Q. Do you expect more from a teacher since the summer program?
A. Yes, I do. I can judge better, and I know I'm not getting all I could out of my classes.

Q. Have your attitudes changed toward doing the work? A. I guess that's what it was. I haven't thought about it, but I am doing a lot better this year. I'm doing a lot of outside work.

Q. What kind of outside work are you doing? A. Well, I just finished a report for English on Nathaniel Hawthorne. She asked me to do it. Before I would have said I'd rather not.

Q. Really? A. I mean, that's something I would have never done last year. I feel it's from working in the program.

Q. What about your ideas on college? Were you helped in formulating ideas?
A. I don't think I was personally. I pretty much decided before what I wanted to do. I don't think I'm going to college.

Q. Why? A. I look at so many people who graduated from college and I say: Am I going to turn out like that--so narrow minded? Of course, there are many people who have gone to college who are everything I would like to be.

Q. Where did you get this idea that college would be narrowing? A. I can't say.

Q. How did you feel about your teacher? A. He was a pretty cool person. He was aware of bad things.

INTERVIEW #4 (several students)

Q. Would you say what you had learned about science before and what you learned during the summer were about the same?

A. Somewhat the same, but the summer program had more natural sciences. We had a specific thing in science--what we had before was real general.

Q. Do you have any better idea about the fish and water in Nelson County?

A. We learned about all the different kinds of fish, and insects and aquatic life.

I learned how to use wildlife for your benefit, how to control it, how to use it for a profit, just like regular income.

Q. Did you find anything you picked up during the summer which is helping you in Biology?

A. I think maybe later on in the semester when we get on to animals--now we're just on plants.

Q. Do you think "talking the language of Biology" during the summer has had any effect?

A. Maybe so--during the summer you didn't have tests, so you could understand Biology better--you weren't pushed, so you could pick it up. It wasn't compulsory.

Q. Did anything you learned this summer carry over into your hobbies, your interests?

A. It might help me later on in this class.

Q. How about your project work?

A. Yes (follows a description of projects and trips).

Q. Do you feel you now have a better idea about the natural sciences?

A. Yes. Gave you a kind of sense of direction toward the natural sciences.

I Think you have a better idea of how you can benefit and how it can hurt you.

Q. How did you feel about the groups you were in?

A. I thought it was nice because -- the groups were too large and you didn't get to see everything you expected to see.

I think in smaller groups you ~~don't~~ get a chance to express yourself better.

Q. Do you feel you got to know the persons in the group?

A/ Yes, everybody worked together and you got along better.

Q. Did you notice anyone in your groups who made a change in attitude during the summer? More or less enthusiastic as the summer progressed?

A. Several dropped out

Q. How do you account for the ones who dropped out?

n't

A. Some were/interested in summer school--

Q. And the rest?

A. The others were there every day and had a good time asqwell as learning.

Q. Do you feel this was a good way to approach things.

A. I think so.

Q. What would you recommend that they do next year. Any ideas?

A. I think we covered everything that would be of help to us.

We planned to go to the Smithsonian Institution but it wasn't possible this year. Maybe next year.

Q. Do you both expect to go to college?

A. Yes

Q. Was there anything that helped you understand what to expect when you go to col

A. Yes ---- helped us get an understanding of college.

Q. What is your understanding of college?

A. Well, that it's ah not what people say it is and not hard--it's long

Well, we didn't have too much about college in the summer program. When we went to VPI we learned what courses were valuable

Q. What about having teachers who were college age?

A. They were easy to get along with -- they understood.

Q. Do you think the summer school experience had any influence on you as far as career choice -- jobs?

A. No, I just haven't decided [girl].

Raising apples has a lot to do with science

Q. Did you read any books related to science?

A. I read several books relating to fish and qauatic life.

Q. Have you read any books since summer

A. I read a book of Edgar Allen Poe short stories.

Q. What about you.

A. I haven't read much since school

Q. What you sit down to watch TV, what do you watch?

A. I watch most things on weekends. I don't watch much during the week.

I watch music

Q. Do you read newspapers? magazines? Anything relating to the summer?

A. I think I have but I just can't recall -- I discussed things with my family and a few friends.

Q. Did you have homework?

A. No. We kept a notebook which was turned in

Q. What about your teachers on the whole?

A. Because they were in college or just out of college, they knew what was going on. Not like someone in their forties who might not understand us

Q. Anything further you would like to say?

A. I think the whole program was very well planned. They made adjustments as they happened to be needed.

Q. How do you feel about the field trips and the VPE trip? With what attitude do you think most of the students went down there?

A. I think most people were very enthusiasticabout spending a weekend on a college campus.

Q. Do you think they wanted to learn anything or did they think of it as a vacation?

A. I think most thought of it as a vacation

INTERVIEW #5 (several students)

Would you say that the ideas in the summer program were typical of those you had before in science?

We had most of the things we went over in the summer program.

Had you had them before?

We had them from just living in the county.

It was amazing some of the things that I didn't know. Like I'd be walking along and see this tree, and I had seen this tree all my life, and I didn't know what kind of tree it was

You were in the forest-- Yes sir. So now you know about that sort of tree. How about you?

The main thing I remember is Mr. - telling us about how to pick up a rock. You get yourself over the rock because if you pick it up in front of you it might have a snake that could bite you.

And the discussion on the berries - about the poisonous and nonpoisonous berries. I'd never run into them before.

How can you tell?

If you have something that you squeeze and it mashes and there's juice in it - not dry - well that makes it a berry, and if it's dark - purple, blue, red - you can eat it. It might not taste good, but it won't kill you. But green ones, yellow ones, can kill you.

That's good information to have.

That applies mainly to the eastern --

Well, in a sense, in the summer program I think you spent more time on these things than you did - in depth maybe than you would in a regular classroom. You spent the whole summer on forestry ----

How do youj feel about this type of approach to -

I liked it because before you'd be in class and the teacher would be up there passing out the knowledge and you just know it and that's it and you could go and look it up --- but this way you could go learn it and see what --- as it was and you'd know why something was because you could find it yourself.

you were exploring things and discovering?

That's right. Instead of just having to learn something, this way you wanted to learn something because it just seemed easier to pick up something than if you had to study something and know it for a test or something like that.

What do you think about the natural resources here in the county? Do you think you have a better understanding of Nelson County, of the environment you find here than you did before?

You learned more ways in which you could save the natural resources for later generations by the different ways like hunting season and things of this nature.

Who was the man talking about the trading deer hides --- the best way to raise ----- if you had too much----- and try for the best balance you get the most number and yet have ----

Well, did this apply do you think to this part of the state?

I think it did.

What do you think about what you took up this summer being any help in the future science classes this year or years to come?

I don't think it would help out so much in the classroom, it was more for general interest. Some things I didn't know so much about and I see certain things happening in the paper down here that apply back to what we did this summer. For instance, during the trip to VPI we went to the Sytheville trout hatchery. I read in the paper last night where they had taken some of these trout and stocked them in Shenandoah Lake and all.

And you feel you have a better understanding of what it was all about then? You read the paper regularly?

Just once in a while. I pick it up just to get a story ---

Did this open any new ideas to you that you hadn't noticed before?

None that I can think of at the moment.

In the forest measurements. I didn't know that there was anything like that, with the tree stick , measuring the timber on the land. I didn't even know there was such an operation.

Do you measure your footage while it's still standing?

Yes sir, you measure the board feet.

I've never understood how, but I knew they did it. Do you feel that anything you were involved in or that you learned during the summer will influence your life outside the classroom? You mentioned already that you saw something in the paper. You picked up something about measuring timber. Anything else of this type of thing. --- hobby, do you have any hobbies, or something you would like to make a hobby some day?

Well, I spend a lot of time outdoors anyway and this helped me to find out that there were many more occupations that you could do outdoors than I expected there would be.

In otherwords, you feel you would like to make a living outdoors, something you would like to do. What kind of things for example?

Game management, forestry --

You have here a little more idea of something you could work in after school. Any new interests? Something you can talk about now that couldn't before?

It helped my brother about this--he had a science project to do, a --- and since I helped him --- he was doing----

You must have learned something if you were able to help him, to be an authority on his project. What about the projects you did this summer, what did you do?

We took --- samples around the ----- we had almost thirty

Different kinds of leaves?

Yes sir, and that's probably --- that I knew what kind of specimens to get. The better kind, rather than just picking a leaf off the tree.

Do you feel that by doing that project this summer you have any better understanding of the resources, nature, and so on here in the county or could you have taken a book and looked out the window and ---- do you think you have a better understanding of these things now? by doing a project --

Yes. It's more interesting.

Do you have any idea why? it's easier that way?

No, I don't know why but it just is.

How about you, what project did you do?

Outdoor recreation and we took trips throughout the county and looked over things that were happening throughout the county to see that our resources were being developed more for the people. For example, we were up at Crabtree Falls and they are building a lake, a resort in there to get some tourists in but mainly for the people of the county to be able to look at, etc.

How did you get along in your project, by the way?

We went up there a few times and talking to the man who owned the land and all and we were just trying to decide how to fix the place up like we would like it, camping resorts and camping out -- we didn't really go into too much in deciding how to work it --

Do you feel you have a better understanding of natural science now than you did before you started?

I have a better understanding of things that could be developed in the county to help improve the county.

How about you? Let me put it this way. Rather than just looking out the window at trees and sky and rocks and earth and so on, do you think you have any better idea of the organization in nature, the way its put together, how it works?

Yes.

This is a science. We look at it in this respect, not just looking at the --

--- why the natural science, why the things are rather than just are.

Do you enjoy looking at nature from the standpoint, actually collecting, analyzing, making enquiries why things are.

Yes. Our instructor left a lot of his material.--the samples collected and everything and I wondered if I could get it sometime and kind of follow up --

In otherwords you'd still be interested in working -- yes.

What about you? You spoke about some vocational ideas.

Would you be interested in going on with this project if an opportunity arose --

I would. - - anything pertaining to outdoors. ---

Do you ~~øþ~~ feel you oftained the objectives of your groups you started in? Did you accomplish what you set out to do?

Not entirely. We had planned to collect more than we got. We didn't do everything we were supposed to do because we were going to develop this more, to try to develop a great deal, but we just didn't get to do it.

What prevented you from it?

I think the amount of time.

The same thing with you?

Yes, we didn't have the time.

But in a sense is completion what you are trying to accomplish? If you got a lot, something, out of it even if you didn't get to do everything you wanted --

You would have a better understanding of what you did if you did it this way rather than trying to accomplish ---- than trying to cover everything, you don't understand as much. Some teachers try to finish the book and they don't care what you learn as long as you cover the entire book. The other teachers try to teach you something with what they have and let time take care of itself. If you don't finish you at least know what you did cover.

Would you recommend that someone who is eligible attend it next year? Would you say to a younger brother or friend who is in the ninth grade that they should do this?

I think so. It was interesting to me, so I believe it would be interesting to them.

It really depends on what other projects they could do because this was certainly more interesting than some. But there could be others that would be more interesting than this. Say you really -- to see what else they could do.

Do they have the same course offering every year or do they have a thing called science and then dhange what they do every year or how?

I don't know if they've really decided yet because the first two years were entirely different from this, so they have never really done the same thing in any of the three years. They may be trying to set up what they are going to do in the courses every year, but I don't know whether they have or not.

Did this in any way affect your attitudes about going to college? Do you both plan to go or are you thinking about it anyway?

Yes.

During the course this summer, do you think your ideas changed about this in any way say over the whole summer? You are thinking about going to college now, were --

I didn't think about it much before this summer. Once we got into it more, and our trip to VPI, I like it, so I think it more, if I can I'd like to go.

I do too. I would enjoy it more, maybe not in the forestry program but going there.

VPI? Yes, I'd heard of it ~~ot/kn~~ but I'd never seen it or known what it was like. I'd really never known what a college campus was like. I liked what I saw.

Whre you there at the same time the regular summer session was in?progress?

The summer school was there and the Upward Bound students were there

You've already mentioned vocational training, or job, that in the future you might be interested in forestry, forest management, game, and so on, Would you be interested in something like this or would you like to go into some nonscientific fiel

Well, I've thought about the scientific ---- timber, and there are some field scientific field and forestry, I can't remember the name of it, but it's measuring timber like how much timber there is in the United States and where it is and it's real interesting, and I wouldn't mind studying that.

So in a sense it really helped you a little bit. At least you know some professions or jobs that didn't exist before.

Yes.

Something you might be interested in if the opportunity presented itself? That's right. Let me ask you this, something that isn't on the sheet here. What about some of the other people in your groups? How did they react to what you were doing? For example, not everybody probably shared your interests in the outdoors Calvin, but what about some of the other people who weren't so outdoors oriented, do you think that they got any better idea about the outdoors.

I think they got a better understanding of it. There're a lot of things you just wouldn't think of --

Do you have anybody specifically in mind -- that you think might have benefited at all from it.

No, just anyone that doesn't get out in the woods. I believe anyone ---- would have benefited.

It seems that most people were interested in what we were doing, but of course there always are and there were some who went just to pass the time. They didn't have anything to do sitting at home, and they wanted to see someone that they hadn't seen, they wouldn't see, without this.

What about their attendance? Was it as regular as yours?

Well, probably more so because most everybody came almost every day. I missed two or three days.

What about the field trips and so on that you took--one up to Montebello, Glouster VPI, you worked in the fields. Your group did quite a bit. Were these any help to you

Well, to me they weren't that much help because I always knew about the --- as I said I spent most of my time outdoors. To someone who doesn't get out as often as I do it would have helped them a great deal.

The Glouster trip the marine life there, I'd never even known it existed. I thought that was worth it to go there and learn about those things.

What was the attitude of the other people in the groups --

For some it was just someplace to go, but there were many who wanted to go go ---

Do you think that those who just wanted to go had any effect or influence on those who - well you two, for instance - - what you got there make it more difficult to learn something, or make it more pleasant or more unpleasant?

Well, I guess if you go to learn something, you're going to if you want to. If you're just going to have a good time and just have a good time, well you're not going to learn very much.

What about this first one, getting better grades. Now I think that we're going to talk about school in general since there's no grades or tests in our program. What about going back to school, Calivn, do you think you were more enthusiastic about doing a little better than you did last year?

Well, I seem to be more interested this year in like Biology, and the summer program did help out ~~all~~ to a fairly good extent so far.

I really dreaded Biology, because everyone says Biology is hard, you'll fail, and it seems like it was just something they made you take and there was nothing interesting to it, but some of the trips we took and some of the things we learned helped give more interest and make you want to grow more and not dread it as much.

What about some of the contacts you made in the summer school program, did they have any influence on you, some of the people who came to speak to you?

The best things that I remember from it was like at Mountain Lake we went up there, sort of a biological study going on up there, and it was about how the difference in climates and things like that how the different animals how they were studying different things.

How would you like to go somewhere like Mountain Lakes and spend the whole summer say maybe four weeks, five weeks, and just do that one thing?

I think it would be interesting. I like the way they were doing certain things up there. They were setting different traps and cathing different animals, studying their surroundings - it would be fun.

Do you think that you might get more out of it than if - what was your idea of really concentrating on this thing in depth and over great periods of time - you come about nine in the morning and go home around 12 and all the chore waiting for you there everything piling in on you, if you could spend the whole day and weeks just concemtrating on one little aspect --
Well, I think we did make you more aware of Nelson County - did you pick up any talents, by which you found out you could do something you didn't know you could do?
You didn't have any taxidermy class, did you? Did you ever try that before? No.